

For Reference

NOT TO BE TAKEN FROM THIS ROOM

Ex LIBRIS
UNIVERSITATIS
ALBERTAENSIS



1954(F)
#136

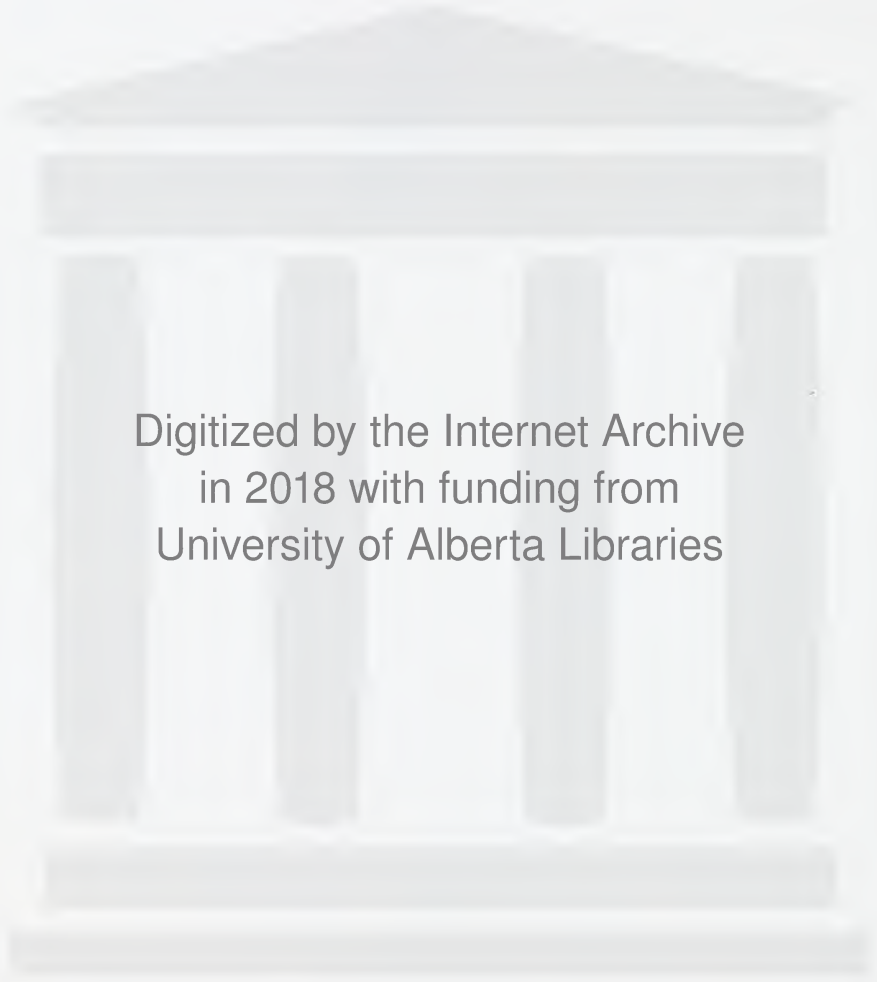
THE UNIVERSITY OF ALBERTA

ROMAN CATHOLIC SEPARATE AND PUBLIC SCHOOLS IN ALBERTA

A DISSERTATION SUBMITTED
TO THE COMMITTEE ON GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE DEGREE OF
MASTER OF EDUCATION

FACULTY OF EDUCATION

BY
SISTER L. A. HOCHSTEIN F.C.J.
CALGARY, ALBERTA
SEPTEMBER, 1954



Digitized by the Internet Archive
in 2018 with funding from
University of Alberta Libraries

ACKNOWLEDGMENTS

The writer wishes to express her appreciation for the encouragement and assistance received during the preparation of this work. The helpful advice, pertinent observation, and unfailing interest in the development of the thesis by Mr. B. E. Walker, Mr. H. T. Sparby, and Dr. A. L. Doucette are gratefully acknowledged. The writer also expresses her gratitude to Mr. A. A. O'Brien, Superintendent of Edmonton Separate Schools, to Mr. R. A. Cannon, Superintendent of Calgary Separate Schools, and to Mr. J. V. VanTighem, Assistant Superintendent of the Calgary Separate Schools, for valuable information on the Edmonton and Calgary Separate Schools; to Mr. W. E. Finbow, Editor-Librarian of the Department of Education of Alberta, for data relating to the Roman Catholic Separate and Public Schools of the province; to several provincial superintendents for their cooperation; and to the principals and secretaries of the Roman Catholic Separate and Public Schools for information and assistance.

PREFACE

PURPOSE AND SCOPE OF THE PROBLEM

It is the purpose of this study to note the beginnings, to consider the problems, to estimate the trends, and to trace the development of Roman Catholic Separate and Public Schools from 1885 - 1953 in the territory which is now Alberta. Since a number of these schools have their origin in the early mission schools the study begins with a consideration of the contributions of the early missionaries, and of the Catholic Schools opened before 1885.

DEFINITION OF TERMS

Throughout this treatise the term Catholic Education will be used to designate, "the organized development and equipment of all the powers of a human being, moral, intellectual, and physical, by and for their individual and social uses, directed towards the union of these activities with their Creator and final end."¹

Separate Schools in a strict sense are "dissentient schools, that are established by the denominational minority, Roman Catholic or Protestant, in cases where the minority prefer to support such schools rather than to patronize the public school."² Roman Catholic Separate Schools are separate schools established by a Roman Catholic minority.

¹T.J. Corcoran, S.J., cited by W.J. McGucken, S.J. in The Philosophy of Catholic Education, (New York: The America Press), p.7.

²G.M. Weir The Separate School Question in Canada, (Toronto: Ryerson Press, 1934), p.14. Mr. Weir was Professor of Education and Head of the Department of Education, University of British Columbia.

Roman Catholic Public Schools are those public schools established between 1885 and 1901 and in which the majority of ratepayers were Roman Catholics.

Publicly Supported Schools are those schools which are financed by local taxation supplemented by grants from the Department of Education.

Catholic philosophy will be used to designate "all the philosophical-¹
theological bases of the Catholic outlook on life."

SOURCES OF MATERIAL

The sources of information used in the part of this work which deals with the historical and constitutional background are chiefly: The Beginning and Growth of the Alberta School System, by Goresky; History of the Catholic Church in the Canadian West, by Morice; The Separate School Question in Canada, by Weir; The Educational System of Alberta, by Hutchinson; History of Alberta, by McRae; Ordinances of the North-West Territories; Statutes of the Province of Alberta; and the Report of the Board of Education of the North-West Territories, 1885-1891.

For information in the other sections of the work the Ordinances and Reports of the Department of Education have been freely used. These sources have been supplemented by frequent conferences and communications with the Department of Education, superintendents and principals of schools, and leaders in Catholic education; and by questionnaires sent to the superintendents of areas in which the residents are predominantly of the Roman Catholic faith and to the principals of the schools in these districts.

1

W.J. McGucken, S.J., op. cit., p.1.

METHOD OF TREATING THE PROBLEM

In order to trace the development of Roman Catholic Separate and Public Schools in their proper relationship to the educational system as a whole, the historical and constitutional background has been given in each chapter. A rather detailed treatment of the progress and trends of Catholic education within the limits set by the educational statutes follows.

TABLE OF CONTENTS

	<u>Page</u>
PREFACE	iv
INTRODUCTION	1
Chapter	
I. PIONEER DAYS AND PREPARATION FOR PROVINCIAL STATUS	
EARLY TERRITORIAL PERIOD TO 1885	
Before 1875	4
North-West Territories Act 1875	9
MIDDLE TERRITORIAL PERIOD 1885-1892	
Board of Education.	13
Changing Status of Catholic Schools	17
Teacher Certification, Examinations and	
Secondary Education	19
Catholic Schools 1885-1892	21
LATER TERRITORIAL PERIOD 1892-1905	
Ordinances of 1892-1902	30
Catholic Schools 1892-1905	33
II. FROM PROVINCIAL AUTONOMY TO THE ENLARGED UNIT OF	
ADMINISTRATION 1905-1936	
HISTORICAL AND CONSTITUTIONAL BACKGROUND.	41
MAINTENANCE OF CATHOLIC SCHOOLS 1905-1936	
Local Taxation.	48
Government Grants	53
Maintenance Problems.	54
BILINGUAL EDUCATION	56
NEW ROMAN CATHOLIC SEPARATE SCHOOLS 1905-1920	59
DEVELOPMENT OF CATHOLIC SCHOOLS 1905-1920	65
NEW ROMAN CATHOLIC SEPARATE SCHOOLS 1920-1936	73
DEVELOPMENT OF EXISTING DISTRICTS 1920-1936	79

Chapter		Page
III.	THE LARGER UNIT OF ADMINISTRATION 1936-1953	
	HISTORICAL AND CONSTITUTIONAL BACKGROUND	94
	THE LARGE UNIT OF ADMINISTRATION AND MINORITY RIGHTS	96
	MAINTENANCE OF CATHOLIC SCHOOLS	
	Local Taxation	104
	Government Grants	109
	Maintenance Problems	111
	ALBERTA TEACHERS' ASSOCIATION	112
	BILINGUAL EDUCATION	114
	NEW SEPARATE SCHOOL DISTRICTS 1936-1953	116
	DEVELOPMENT OF EXISTING DISTRICTS 1936-1953	125
IV.	A SUMMARY OF OBSERVATIONS OF THIS STUDY	148
APPENDIX		
A.	NAMES OF MEMBERS OF THE FIRST SCHOOL BOARD AND THE FIRST TEACHERS IN ROMAN CATHOLIC SEPARATE SCHOOL DISTRICTS IN ALBERTA 1885-1953	151
B.	ENROLMENT IN ROMAN CATHOLIC SEPARATE SCHOOLS	
	From 1886-1930.	156
	From 1940-1953	157
C.	THE COUNTY ACT	159
D.	APPROXIMATE LOCATION OF ROMAN CATHOLIC SEPARATE AND PUBLIC SCHOOL DISTRICTS OF ALBERTA RELATIVE TO EDMONTON OR CALGARY	162
E.	QUESTIONNAIRES USED AS ONE OF THE SOURCES OF INFORMATION FOR THIS STUDY	165
	BIBLIOGRAPHY	168

LIST OF ILLUSTRATIONS

Figure	Page
1. Map of Alberta Showing Roman Catholic Separate School Districts Established before 1905	23
2. Map of Alberta Showing Location of Catholic Separate School Districts in 1936	75
3. Map of the City of Calgary Showing Location of Separate Schools in 1953	81
4. Map of the City of Edmonton Showing Location of Separate Schools in 1953	84
5. Map of Alberta Showing Location of Catholic Separate School Districts in 1953	117
6. Graph Showing the Enrolment in Roman Catholic Separate Schools 1885-1953.	158

INTRODUCTION

The nineteenth century was an important period in the history of the North-West for within it white men in increasing numbers ventured into this until-then little known territory. Many came fired with zeal for the material gain afforded by the fur trade, or the honour and renown of venturous exploration; others eager for the spiritual profit of the Indians faced danger and hardship, hunger and cold that they might bring to the natives the tidings of the gospel. In this mission, education had its place, and even in the early period insistence on moral education was the distinctive characteristic of Catholic education. Throughout the years that followed, when the population of the North-West became predominantly Protestant, the question of Catholic education for Catholic children was a vital issue.

In fact, one is forced to acknowledge that second only to the struggle for responsible government the question of minority rights in education caused most controversy and engendered deepest feelings of animosity. That this should be the case is not difficult to understand when one considers the aims and objectives of education. Of necessity there would be difference of opinion, for any philosophy of education is based upon something still more fundamental, namely, upon a philosophy of life. A Catholic philosophy of education is built upon and flows from a Catholic philosophy of life. Not that Catholic teachers find the aims and objectives of secular education unacceptable because they are vicious or wrong in themselves, but because they ignore or neglect some fundamental aspect of man's nature and final end.

In the words of Pope Pius XI education consists "in preparing man for what he must be and for what he must do here below in order to obtain the

sublime end for which he was created"¹

Pope Leo XIII wrote regarding education:

God has divided the government of the human race between two authorities, ecclesiastical and civil, establishing one over things Divine, the other over things human. Both are supreme, each in its own domain; each has its own boundaries which limit its activities. These boundaries are determined by the peculiar nature and the proximate end of each, and describe as it were a sphere within which, with exclusive right, each may develop its influence. As however the same subjects are under the two authorities, it may happen that the same matter, though from a different point of view, may come under the competence and jurisdiction of each of them ... The education of youth is precisely one of those matters that belong to the Church and to the State, though in different ways ... Therefore between the two powers there must reign a well-ordered harmony ... Everything (in education) ... that has reference to the salvation of souls and the worship of God, whether by its nature or by its end, is subject to the jurisdiction and discipline of the Church. Whatever else is comprised in the civil and political order, rightly comes under the authority of the State.²

Generally speaking, Separate and Public Schools are the same. They follow the same courses of studies, use the same text books, meet the same standards, with teachers prepared in the same training schools. Essentially, however, Catholics believe there is an important difference. This difference grows out of the aims and objectives of the respective schools. Since secular schools are composed of pupils of so many and varied creeds, it is most difficult to arrive at unified goals and purposes, and equally difficult to give moral and religious instruction. The ultimate objective of Catholic education, on the other hand, can be stated very simply. In the words of Pope Pius XI:

The proper and immediate end of Christian education is to co-operate with divine grace in forming the true and perfect Christian, that is, to form Christ Himself in those regenerated by Baptism ...

For precisely this reason Christian education takes in the whole

¹Pius XI, Christian Education of Youth, (New York: The America Press, 1936), p.3.

²Pope Leo XIII *Immortale Dei*, cited by Pope Pius XI, ibid., pp. 16-17.

aggregate of human life, physical and spiritual, intellectual and moral, individual, domestic, and social, not with a view of reducing it in any way, but in order to elevate, regulate, and perfect it, in accordance with the example and teaching of Christ.

Hence the true Christian, product of Christian education, is the supernatural man who thinks, judges, and acts constantly and consistently in accordance with right reason illumined by the supernatural light of the example and teaching of Christ; in other words, to use the current term, the true and finished man of character. For, it is not every kind of consistency and firmness of conduct based on subjective principles that makes true character, but only constancy in following the eternal principles of justice.

... The true Christian does not renounce the activities of this life, he does not stunt his natural faculties; but he develops and perfects them, by co-ordinating them with the supernatural. He thus ennobles what is merely natural in life and secures for it new strength in the material and temporal order, no less than in the spiritual and eternal.¹

With this ultimate aim of Christian education there never has been, there never can be a change. Into this ultimate aim every type of Catholic educational institution must fit from kindergarten to graduate school; otherwise it has no right to be called a Catholic school.

¹Pope Pius XI, *ibid.*, pp. 32-33.

CHAPTER I

PIONEER DAYS AND PREPARATION FOR PROVINCIAL STATUS

Before 1875 relatively few people were interested in Western Canada. Missionaries, eager to spend their lives in the service of God and their fellowmen, explorers and furtraders in search of adventure and wealth, were among the first whitemen to cross the plains. No formal education was undertaken. In 1875 the first provision for instruction was made by the Federal Government. Roman Catholics and Protestants shared equally in the opportunities. By the Ordinance of 1884 a definite system of education was established. At the time "it was rather expected that the minority in the North-West Territories would be Protestant".¹ A thoroughly equitable arrangement, satisfactory to both religious denominations was agreed upon, but during the ensuing years the population changed, Catholics became the minority, and a series of amendments in 1885 to 1901 gradually took from them many of the privileges they enjoyed. The Church ever mindful of her mission of teacher and guardian of souls continued her work through the Catholic Separate, Roman Catholic Public and a limited number of Public Schools. It will be of interest to examine these changes in greater detail.

EARLY TERRITORIAL PERIOD TO 1885

Before 1875

Before the middle of the nineteenth century Catholic missionaries penetrated into the area which has since become Alberta. It was the natural

¹G.M. Weir, *The Separate School Question in Canada*, (Toronto: Ryerson Press, 1934) Appendix 1, p. 243.

waterways of the Saskatchewan and the Mackenzie that decided the area in which their apostolic zeal would first be exercised. Lac La Biche, Lac Ste. Anne and Smoking Lake¹ were the meeting places of Indians and furtraders, hence at these points the Hudson Bay Company had established their trading posts. It is to be expected that these would be the sites of the first missions established by that devoted band of missionaries who so heroically ministered to the spiritual needs of the wandering western populations.

Records indicate that the first of these missionaries to come to the Edmonton district were Fathers Blanchet and Demers, who, in the course of a journey across the western prairies in 1838 visited Fort Edmonton. In answer to an urgent request, probably of John Rowland, governor of the fort, that a missionary be sent to them, Father Thibault came to Fort Edmonton in the spring of 1842.² He founded the mission at Lac Ste. Anne and visited the Fort periodically for the purpose of ministering to the Catholic population there. In 1845 Father de Smet spent sometime in Edmonton on the occasion of his heroic trip to the North-West as "Peacemaker" between the Blackfeet and the Flatheads who were irreconcilable enemies.

During these early years of missionary endeavour no formal education was undertaken. Efforts were directed to fulfilling the more immediate needs of establishing the basis of civilization through the teachings of the Christian way of life.

In 1852 Father Lacombe, that intrepid missionary, was assigned to the territory of the North-West. He spent the first year studying Cree and acting as schoolmaster for both old and young, though he directed his efforts mainly to instructing the children. Having mastered the language of the natives

¹Smoking Lake is now known as Smoky Lake.

²Morice, Rev. A.G., Histoire de L'Eglise Catholique dans L'Ouest Canadien, (Montreal: Granger Frères, 1912), 1, p. 243.

Father Lacombe entered immediately upon a most strenuous, active life. It was not until 1859 that he was able to make a continuous advance in education. In that year three nuns, Sisters of Charity of Montreal arrived at Lac Ste. Anne and opened a home that would be a boarding school, orphanage, hospital and refuge for the aged.

In 1861 at Edmonton the first formed school in the present area of Alberta was opened. Father Lacombe took advantage of the presence of an Oblate novice, Brother Scollen, later Father Scollen, to open the first regular school that existed west of Fort Garry. The building in Edmonton was a log house within the Fort; the pupils some twenty in number were the children of the Company's clerks and servants.

By August 1862 another school was in operation at Lac La Biche. Sisters Guenette, Damois and Tisseur, Grey Sisters, were in charge of this institution which became a refuge for the blind and aged and an orphanage and school for the little waifs and strays of the North-West. In 1870 Father Lacombe's youngest sister, Christine, inspired by her brother's accounts of the needs of the missions came west with him to fulfill the role of teacher in this school at Lac La Biche.

In March 1863 Sisters came to St. Albert from Lac Ste. Anne to establish a school in the already flourishing mission. Their convent, built by Father Grouard and Brother Alexis, was a two-storied house, the first of the kind that had been raised in those vast and desolate regions. In this centre under the judicious care of the zealous missionaries and teachers real progress was made.

In a work entitled "Ocean to Ocean" by Reverend G. Grant of Halifax, Secretary to the Expedition of the Engineer in Chief of the Canadian Pacific Railway, the following passage appears:- "Crossing the Sturgeon River, a hill rose before us crowned with the Cathedral Church of the Mission, the house of the Bishop, and the house of the Sisters of Charity ... The Sisters took us to

their orphanage, they have twenty-four children in it, chiefly girls."

The settlement and work of the mission of St. Albert and the surrounding area was described by Lord Milton and Doctor Cheadle in their joint work "North West Passage by Land": "At Lake St. Alban's about nine miles north of the Fort, a colony of freemen have formed a small settlement which is presided over by a Romish priest ... The priest's house was a pretty white building with garden round it, and adjoining it the chapel, school and nunnery ..."

"He had built a chapel and established schools for the half-breed children ... Altogether this little settlement was the most flourishing community we had seen since leaving Red River. They have established stations at Ile a la Crosse, St. Alban's, St. Ann's and other places, far out in the wilds, undeterred by danger or hardship, and gathering half-breeds and Indians around them, have taught with considerable success the elements of civilization as well as of religion."

A memoir on the territory which was to comprise the future diocese of St. Albert was sent in June 1871 to Cardinal Barnabo, prefect of the Propagation of the Faith. In this report Bishops Taché and Grandin declare that fifteen missionaries, one Canadian and fourteen French were working in the area, and within its limits "there are five elementary schools, all the pupils of which are Catholics."¹

This closes the account of the first phase of education in Alberta. There were no spectacular accomplishments; we would not expect that there should be. The natural law of human progress is that growth is gradual. Every great and noble achievement, every genuine contribution to human welfare has had a humble beginning and has passed through a period of trial in which it was slowly and imperceptibly strengthened. The most important of all contributions to society, education for Christian living, would of necessity follow this general plan. Having done so, it would as surely bear genuine fruit in the years that followed.

¹Morice, *ibid.*, II, p. 244.

Marked changes followed in rapid succession during the years immediately preceding and immediately following 1875. Settlers came out in steadily increasing numbers. The North-West took on a value apart from its being a potential source of furs. By an Order-in-Council of the British government dated June 23, 1870 Rupert's Land and the North-West Territories became a part of the Dominion of Canada, and the parliament of Canada was given full rights to "legislate for the welfare and good government"¹ of the inhabitants of this territory.

Accordingly the North-West Territories Act of 1870 was passed. It provided a government for this territory which was to consist of a council of twelve members with the Lieutenant-Governor of Manitoba acting as president of the council.² The powers of this council were but vaguely defined, but it proceeded to legislate on such matters as seemed advisable in order to provide good government in the territory.

At this time the State gave no help towards education. The whole burden was borne by the parents and missionaries. In this matter Canada, though a new country, was not far behind other nations. In England, for example, up to 1870 less than one-third of the country's children were in schools receiving a state grant; less than a quarter were in schools supported by voluntary subscriptions aided, very slightly in most cases, by school fees. The rest, numbering about one-half of the total number of children, were in no schools at all. It is not surprising, then, to find that it was not until 1875 that the government of the dominion made legislation regarding education in the North-West Territories.

¹Oliver E.H., Prof. The Canadian North-West, Vol. II Ottawa, Ont. Publications of the Canadian Archives, No. 9, Government Printing Bureau 1915, pp. 939-944. Cited by I. Goresky in The Beginning and Growth of the Alberta School System, Unpublished Master's Thesis, University of Alberta, May, 1944 p. 16.

²An Act to make further provision for the Government of the North West Territories. Statutes of Canada, 1870, Chap. 16.

North-West Territories Act 1875

By 1875 the region west of Manitoba had increased in importance. A separate governor together with a council, not exceeding five members was provided for by the bill of 1875. The Government at Ottawa still intended to guide the destinies of the West for a clause in this act which outlined the duty of the Governor stated that he was "to administer the Government under instructions from time to time given him by Orders-in-Council or by the Secretary of State."¹

There is a Section of this North-West Territories Act which merits special consideration.

"When, and as soon as any system of taxation shall be adopted, in any district or portion of the North-West Territories, the Lieutenant Governor by and with the consent of the Council or Assembly, as the case may be, shall pass all necessary ordinances in respect to education, but it shall therein be always provided that a majority of the ratepayers of any district or portion of the North-West Territories or any lesser portion or sub-division thereof, by whatever name the same be known may establish such schools therein as they may think fit, and make the necessary assessment and collection of taxes therefor, and further that the minority of the ratepayers therein, whether Protestant or Catholic, may establish separate schools therein, and that, in such latter case, the ratepayers establishing such Protestant or Roman Catholic separate schools shall be liable to the assessments of such rates as they may impose upon themselves in respect thereof."²

The above Statute might astonish one in its breadth and the fairness of its provision but it is well to note that, "It was rather expected by the Federal Parliament of 1875, according to Mr. Scott, that the minority in the North-West Territories would be Protestant."³ Further, it was but maintaining the spirit of the British North America Act of 1867 which was formulated in keeping with Emerson's theory which he states in his "Essay on Politics." He says, "There is a middle measure which satisfies all parties be they never so many, or so resolute for their own."

¹North-West Territories Act, Statutes of Canada 1875 - Chap. 45.

²Ibid. Section II

³Extracts from Hansard Debates Mr. W. Scott, March 31, 1905 Hansard p. 3614 cited by G.M. Weir, op.cit., Appendix I, p. 243.

The North-West Territories Act definitely made provision for Separate Schools with powers similar to those of Ontario and Quebec. The purpose of establishing such a system was stated as the desire to lay down a general principle with respect to public instruction which would be acceptable to both parties in the Dominion Parliament. At the time it fulfilled its end. While making provision for the development of schools the state assumed no responsibility; it made no attempt to secularize education: rather it strengthened the hands of those in whom education reposed, the Church and the parents.

To realize the full import of the above statement one has but to recall the incident relating to the school of St. Laurent, a district in the northern part of the present province of Saskatchewan. The case is significant of the trends of the period. This school founded in 1875 was no mission school. It was built by the Metis as part of the scheme of Father André to form a colony with economic security. The Metis, at first full of enthusiasm and zeal were not too assiduous in the management of the school and so in 1877 the missionaries offered to take it over as a mission school. The offer was hardly accepted before the leaders changed their mind. Led by Moise Ouellette and Pierre Landry, the Metis attempted to set it up on property closer to Ouellette's home on the opposite bank of the South Saskatchewan river. Being fully aware of their position as citizens of the newly formed North-West Territory they turned to the State for aid. They made a petition for finances to support their newly proposed school and to pay the teacher. The matter was considered but no assistance was given.

The position of the Council made it impossible for it to give any aid for educational purposes. At that time the Dominion Government had no funds for this purpose nor had it made provision for any kind of taxation.

The reply given the people of St. Laurent was couched in the following terms: "... there are no funds ... applicable to educational purposes, and the Council do not think it expedient, at present, to consider the question of establishing a system of taxation."¹

Such disinterestedness on the part of the State could not persist. The time had come when it was obliged to assume a more direct responsibility. It was in the field of finance that it began to make provisions. During the years 1878 and 1879 there was much discussion and various schemes were proposed. Finally on December 10, 1878 the Lieutenant-Governor included in his estimate an item of \$2,000.00 for schools. In July 1879 the form of the proposed aid was as follows: "Propose aid schools supported by missions or voluntary subscriptions of settlers to extent of paying half teachers' salaries where minimum average of fifteen scholars taught."²

Throughout this period the Saskatchewan River was the highway to the west. Although there were small settlements in the south around the North-West Mounted Police posts at Fort Macleod and Calgary, it was in the north that the greatest work in education was being accomplished. In Edmonton, as was formerly noted a Catholic school had been opened within the Fort. A public school seems to have been taught in 1874-75 but the financial difficulties did not permit it to become a permanent establishment. By 1880 classes were again taught and in 1881 and 1882 definite advances were made for the Dominion Government accepted the submission with request to the school grant. It was some time, however, before financial problems were really solved. The changes from voluntarily supported schools to tax supported schools did not take place without a struggle.

¹Journal of the Council of the North-West Territories, 1877.

²Journal of the Council of the North-West Territories, 1879.

Throughout this period the school at St. Albert was progressing in a remarkable way. Mention was made earlier of its inauguration and the initial successes. The Edmonton Bulletins of 1882, 1883 and 1884 contain many references to activities in this school. There are announcements concerning visits of church dignitaries at closing exercises and marks obtained by individual pupils.

By 1882 two new buildings with provision for boarding pupils had replaced the original structure. In this way students living at a distance were enabled to profit by a Catholic education. The attendance during this year was between 60 and 75 pupils daily. These pupils received a thorough training in the Christian way of life, and in addition to the usual subjects needlework, art and French were taught. In 1881 a commercial course was already being offered in this institution. The fee for this course was \$150.00.¹

The population of the neighbouring districts was increasing; in fact the Edmonton Bulletin of December 27, 1884 reports that three more schools were being organized in the St. Albert vicinity - all Catholic schools. The following year a special examination was held in the St. Albert school. Visitors from Edmonton who were present for the occasion reported that the school was made up of five divisions and that examinations were conducted in both English and French.

Southern Alberta was relatively slow in attracting white settlers. Calgary was still a very modest trading centre in 1881 nor did Macleod present a more promising appearance. Bishop Grandin accompanied by Father Doucet visited Fort Macleod on June 22 of that year. Despite the poverty and primitive facilities of the inhabitants the missionaries were well received. Ever mindful of the value of education the Bishop in a report of this visit, made the following statement: "There are here a number of Irish Catholics ...

¹Edmonton Bulletin, December 17, 1881.

They need a priest and a school, I understand and desire it as much as they, but how are we to manage?"¹

Two years later, in 1883 Macleod had a priest and a small, gratuitous school. Father L. Van Tighem, the missionary of the south, daily assumed the role of schoolmaster for about twelve children.

MIDDLE TERRITORIAL PERIOD 1885 - 1892

Board of Education 1885-1892

In 1883 the appointed Council for the North-West Territories was succeeded by a Council consisting of six appointed and six elected members. A definite change was seen in the business of the Council when it was strengthened by elected members.

Mr. F. Oliver, of Edmonton, the only elected member from Alberta, made the proposal in 1883 to establish a school system in the North-West Territories. The following year, early in the session he introduced a school bill. On July 8, Judge Rouleau, an appointed member of the Council introduced another school bill to remedy the legal weaknesses of the Oliver bill and to insure the privileges of Roman Catholics. On August 6, 1884, a third bill drafted to embody the better suggestions of both was passed. It was known as "An Ordinance Providing for the Organization of Schools in the North-West Territories." It established a system in which separate schools constituted an important part.

Under this Ordinance a public school district could be formed in areas, not exceeding thirty-six square miles, in which there resided four or more families having at least ten children of school age. Recognizing the

¹Missions des Oblats de Marie Immaculee, Vol. XX p. 316. cited by Morice, op. cit. Vol. II, p. 306.

possibility of fewer settlers of the minority denomination in the area, separate school districts could be formed out of one or several public school districts. Protestants and Roman Catholics were liable for taxes only to their respective schools. Provision was made for devoting the last hour of the afternoon to religious instruction.

After the Lieutenant-Governor had created a school district the residents of that district elected a Board of Trustees. The duties of these trustees were defined as follows: They were to "exercise all the powers vested in them which are necessary for the maintenance of the district ... to engage the teacher, to inspect the school, to purchase land to erect buildings, to provide equipment and out of the funds of the district to provide books and slates for the children of the indigent and a library for the district."¹

In the Ordinance of 1884 provision was made for financing the schools. Each district was to raise money by local taxation and in addition received a grant from the Council of the North-West Territories. If a district were situated within a municipality, which was the local unit of government in the Territories, after it had made its estimates it was to call upon the municipality to collect the required funds which must not exceed five mills on the dollar. If a district were not within a municipality (as was usually the case) it appointed its own assessor and levied a tax on land within the district.²

The above legislation created adequate machinery for erecting districts, and regulating schools as well as for financing them but there were difficulties in putting the machinery into effect. The prospects of Alberta ever becoming a rich agricultural district were not considered favourable. Consequently

¹Journals of Council of North-West Territories, 1884, Sec's. 74-75.

²Journals of Council of North-West Territories, 1884, Sec's. 91-96.

there was still an indifference toward education, and occasionally even opposition was shown by the settlers. The people were, as a rule, quite willing that the schools should remain independent institutions maintained by public subscriptions in order that they might avoid the school tax, which would be imposed as soon as a government system was enforced.

Edmonton affords the most striking example of the struggle which characterized the initial efforts to enforce the legal provisions. There was resolute resistance to an established school system. Many citizens energetically opposed the levying of school taxes. Finally opposition ceased in victory for the school system. Although irritation continued for some time, organization went on rapidly.

The keynote of the 1884 system, however, was the establishing of a Board of Education appointed by the Lieutenant-Governor-in-Council. It was not to exceed twelve members, six of whom were to be Roman Catholic, six Protestant. In addition to the ordinary powers granted while sitting as a body, it could resolve itself into sections, one Catholic and one Protestant. Each section had the following powers over the schools which were under its control:

- 1) To have under its control and management the schools of the section and to make, from time to time, such regulations as may be deemed fit for their general government and disciplines and the carrying out of the provisions of the Ordinances.
- 2) To arrange for the proper examination, grading and licensing of its teachers, the recognition of certificates obtained elsewhere and for the withdrawal of the license upon sufficient cause.
- 3) To select all the books, maps and globes ... provided ... such selection by the Catholic section of the Board shall be subject to approval of the competent religious authority.

- 4) To appoint inspectors, who shall hold office during the pleasure of the section appointing them.

Such were the most pertinent provisions of the Ordinance passed in 1884. The system established bears very close resemblance to that existing in Quebec and was most satisfactory to Roman Catholics, but it was in force for only a few years.

Unfortunately, the Roman Catholics were not equipped to take advantage of this equitable law. The west was booming. The fanatical popularity of Riel had deprived the missionaries of their influence over the Catholic Metis at a time when they most needed the prudent counsel of wise leaders. The Rebellion of 1885 and its aftermath of white immigration quickly gave rise to a Protestant majority unsympathetic to a Catholic cause which it unjustly identified with rebellion. Such a situation did much to hasten a tendency which was already world-wide, namely the complete secularization of education under state control. True, this had been a gradual process since the sixteenth century but the latter half of the nineteenth century saw a definite policy formed and pursued.

The state had come to realize that the child of to-day is the citizen of to-morrow and the schools of to-day determine the government of to-morrow. To the Protestant majority of a territory which was struggling for provincial autonomy and which looked with disfavour on any established privilege as a potential obstacle to obtaining responsible government denominational schools of the type provided by the Ordinance of 1884 were undesirable. These leaders determined to establish a uniform system of education subject to a common inspectorate and common examinations; they resolved to enact uniform qualifications for teachers and to allow one approved list of textbooks. The Separate school privileges had become so closely bound up with the political struggle that from the beginning the cause was lost. The fact that their privileges

were vested in the right of law with dominion sanction did not make them more popular.

Mr. Tarte¹ (quoting the Hon. T. C. Casgrain²) used the following words in describing the events of years 1885-1892.

"No one had the right to deprive the Catholics of the North-West Territories of their Separate Schools. The Hon. Mr. Haultain understood that pretty well. That is why he went in a roundabout way. He overhauled all the Ordinances relating to schools; and while the New Ordinance reaffirms the rights of Catholics to Separate Schools, it makes these dependent on such conditions that they are virtually suppressed. So that Mr. Haultain³ has done indirectly what he could not do directly."⁴

Changing Status of Catholic Schools

1885-1892

As suggested in the above quotation this period is one of transition unfavourable to Catholic schools. In 1885 an act was passed which was the first in a series of amendments to the School Ordinance of 1884. It marked a definite tendency towards unified state control. Where the first act left the majority of powers with the Board of Education sitting in sections - examinations of teachers, selection of books, appointment of inspectors - the second act left to the sections only the power to cancel the certificate of a teacher upon sufficient cause and to control text-books.⁵

The School Ordinance of 1887 clarified the division of powers between the constituent Protestant and Catholic sections of the Board of Education:

¹Mr. T.J. Tarte was Minister of Public Works in the Federal Government from 1896-1902.

²Hon. T.C. Casgrain was a member of the Legislative Assembly for Quebec from 1886-1890 and for Montmorency from 1892-1896.

³Sir F.W.G. Haultain was the first premier, attorney-general and commissioner of education of the North-West Territories.

⁴G.H. Weir op. cit., Appendix I, p. 242.

⁵Ordinances of the North-West Territories, 1885, No. 41.

"Each Section of the Board shall have the selection of text-books for the examination of teachers in history and science and it shall have the power to prescribe any additional subjects of examinations for the teachers of the schools of its section, and in all examinations on such subjects the examiners of each section shall have exclusive jurisdiction."¹

A further change in the same year altered the composition of the Board of Education to five Protestants and three Roman Catholic members. The Board was to appoint one of its members as chairman.²

In the following year it became increasingly evident that a single uniform state system was the goal. The Separate School question and the Board of Education were the most important items of discussion. Religious controversies arose between the ecclesiastical and educational authorities and these found expression in the somewhat bitter struggle and debate which characterized the Council meetings during the sessions of 1889-1892.

Mr. J. F. Betts inaugurated the movement to modify the rights of Separate Schools when on October 30, 1889 he introduced a bill in which he proposed that the number of members in the Board of Education be reduced, and the sections of the Board be abolished.³ In addition he proposed to abolish denominational schools and to vest in the Lieutenant-Governor the power to form separate schools. In a further clause provision was made for uniform inspection of all schools.

Although this bill was defeated the matter was not dropped. New tactics were introduced. Since the effort to transform the Board of Education had failed an attempt was made to alter the basis of the Catholic rights, namely the special privileges given to denominational schools under the Dominion Acts. The proposed amendment would have made the Territorial Assembly supreme in education and therefore separate schools would have depended on the will of

¹Ordinances of the North-West Territories, 1887, No. 2.

²Report of the Board of Education, North-West Territories, 1887.

³The Hon. J.F. Betts was returned as member of the Territorial Legislature for Prince Albert East in 1888.

the Territorial Assembly. Under the leadership of Judge Rouleau a spirited defence was made with the result that the proposed amendment was voted down.

In the following year the bill was again introduced but for the second time it was defeated.¹

Teacher Certification, Examinations and Secondary Education

Other matters too called for attention. As the school system developed the question of securing qualified teachers became a greater problem. It was deemed wise to increase the qualifications necessary for teaching certificates. Accordingly in 1890 all applicants except graduates of Universities in the British Empire were compelled to write Territorial examinations. It is of interest to note that in the list of the first successful candidates who wrote these examinations the names of the Sisters who were teaching in the Lacombe (Calgary) Separate Schools appear. The requiring of Catholic teachers, who were already well qualified, to submit to these examinations of the State Board was a further step in the trend to centralize education under state control. By 1891 the Lieutenant-Governor-in-Council had assumed the power of licensing teachers and appointing inspectors. Over all examinations there was appointed a Board of Examiners which consisted of two members from each section of the Board of Education. This Board had control not only over the teacher's examinations but also over the examinations which qualified for entrance to the Union Schools. In 1889 and 1890, the first two years when High School Entrance examinations were conducted, the Board of Education presided

¹"Hansard" of the Legislative Assembly of the North-West Territories, October 30, 1890.

over them. The records of the fifth form in Lacombe (Calgary) Separate School for 1889 state all the candidates presented were successful. A high standard evidently was maintained in this school from its inception.

The entrance examinations which qualified a student for admission to high school have continued to be a part of the Alberta system of education. With the change in curriculum and the new organization of schools these centralized examinations give entrance to senior high school.

Closely allied with the problem of teacher-training was that of secondary education. St. Albert had been offering more advanced instruction as early as 1881. In 1884 a High School with over thirty pupils was being taught in Prince Albert, Saskatchewan in a private school under the direction of the Sisters Faithful Companions of Jesus.¹ Not until 1886 do we find a proposal regarding High School facilities in state schools. But even at that date nothing was done, as the grant given by the Federal Government was insufficient to support the Common Schools. Finally in 1888, in the revision and consolidation of all the ordinances together with some changes which were introduced by the Assembly that had replaced the Council, clauses were added authorizing the establishment of High Schools.²

In the summer of 1889, "the first two high school departments in the North-West Territories were organized, one under Mr. Short at Calgary, the other at Regina about the same time."³ In October of the same year a Catholic High School was opened at Sacred Heart Convent, Calgary.⁴ The report of the Board of Education of 1889 records that beginning with the school quarter ending December 31, 1889 Lacombe Separate School District No. 1 (Calgary) received the Union grant for its High School.

¹"Annals of St. Anne's Convent", Prince Albert, 1884, p. 39.

²School Ordinance of North-West Assembly, 1888, c. 59, s. 177-180.

³D.C. Bayne "Calgary School District No. 19, 1885-1935".

⁴"Annals of Sacred Heart Convent", Calgary, 1889.

Catholic Schools 1885-1892

Tremendous activity in the educational field characterized the period immediately following the passing of the Ordinance of 1884. From all sides applications for aid were made as soon as it was known that the Dominion Government had granted a substantial increase in the school subsidy. By November 1885 eight Roman Catholic School Districts had been proclaimed as compared with thirty Protestant.¹ These figures include the districts formed in North-West Territories.

Among the first districts to be formally recognized in 1885 were St. Albert Roman Catholic Public School District No. 3 and the one-roomed schools that had been in operation for some time, Saskatchewan Roman Catholic Public No. 2, St. Leon Roman Catholic Public No. 4 and Cunningham Roman Catholic Public No. 5.² Between 1885 and 1890 Bellerose, St. Francis Xavier, St. Agnes, St. Thomas Duhammel, and Lac Ste. Anne were organized as Roman Catholic Public School Districts No. 6, 7, 18, 26 and 29 respectively,³ and in 1891 Creuzot Roman Catholic Public School District No. 34 was established.⁴ All these districts except St. Agnes, which was near Pincher Creek, were in the Edmonton vicinity.⁵

The year 1885 is a momentous one in the history of Catholic education in Alberta, for in that year the Sisters Faithful Companions of Jesus came to Calgary. In 1883 at the earnest request of Bishop Grandin this missionary band had come from England to the West. They opened schools in Brandon, Manitoba, Prince Albert and St. Laurent, Saskatchewan, but the perils of

¹Journals of Councils of the North-West Territories, Nov. 5, 1885.

²Report of the Board of Education of the North-West Territories, 1887-1888, p.120.

³Ibid., 1887-1888, p.121; 1890 pp. 75 and 90.

⁴Ibid., 1891, p. 130

⁵For location of these districts see Figure 1, p. 23.

rebellion in 1885 made it unsafe for them to remain in their already well established schools and necessitated moving farther west. A log house on the banks of the Elbow, on the site of the present Sacred Heart Convent in Calgary became their first school in Alberta.

The Sisters with Mother Greene as Superior were teachers of outstanding qualifications. All had spent several years on the Continent and had taken advanced courses in French. Among their number were distinguished needlewomen, artists and musicians. They had taught in the schools of the Congregation in France, Ireland, England and Scotland where the standard of achievement was outstanding. It is reported of these schools that "the Government Inspectors look upon the Religious engaged in teaching as second to none, in devotedness and skill as instructors."¹

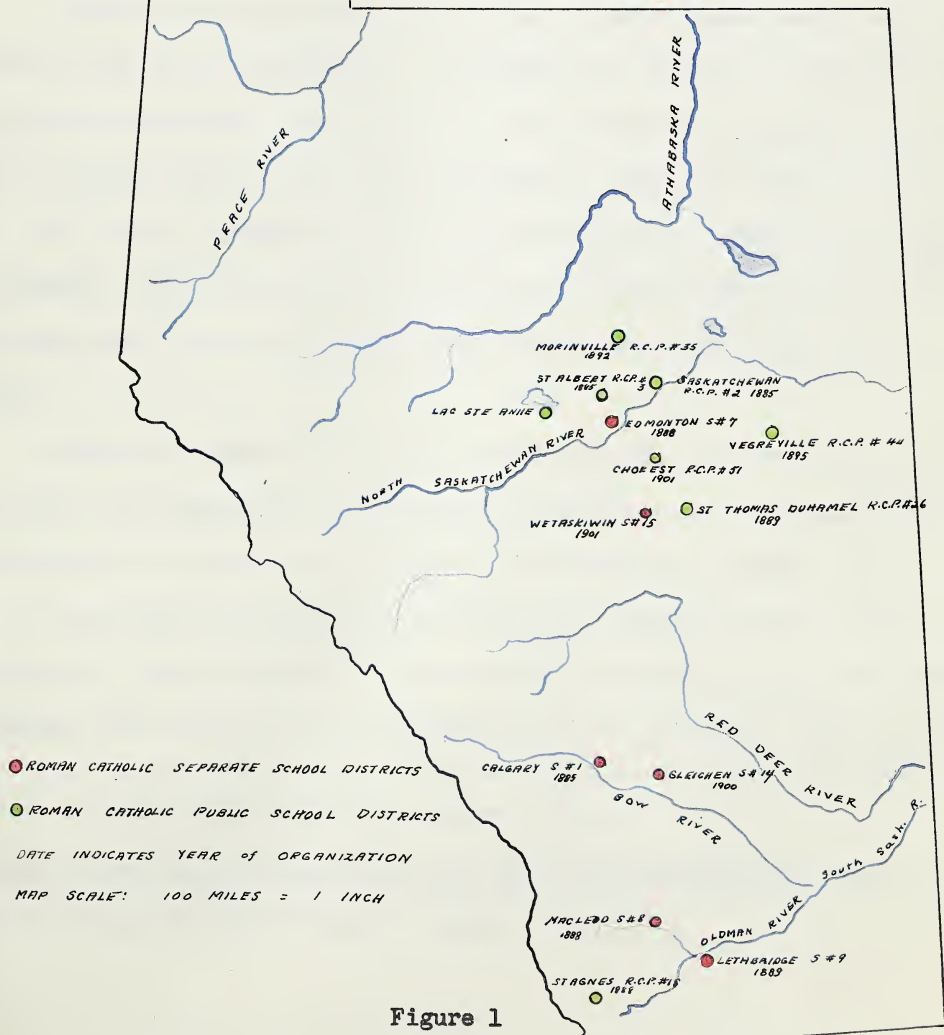
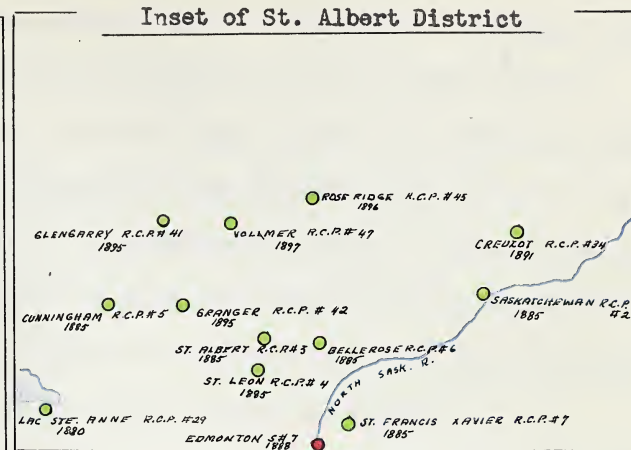
The private school which the Sisters opened in midsummer 1885 was thus truly an educational institution of the highest order. Through it the old-world culture was brought to the pioneers of the West. Music, instrumental and vocal was taught not only to the children, but to a large number of adults of all denominations who benefited specially by the excellent instruction. Many, too, profited from the classes in needlework where the art of appliqué lace, fillet embroidery, point de Venice, pen painting, and cut work were taught. Classes in china-painting, oil, pastel and pyrography work were given for those who chose this line of culture.

These educational advantages were not reserved for residents only, for by October 3, 1885 Bishop Grandin had consecrated a new building which provided boarding accommodation for pupils who lived at a distance. Rapid growth characterized the early years of this school and it soon became necessary to expand the facilities. In 1893 the cornerstone of the grey stone structure,

¹Rev. Fr. Stanislaus F.M., Life of the Vicountess de Bonnault D'Houet, (New York: Longmans, Green and Co., 1913), p. 228.

ESTABLISHED BEFORE 1905

Inset of St. Albert District



● ROMAN CATHOLIC SEPARATE SCHOOL DISTRICTS
 ● ROMAN CATHOLIC PUBLIC SCHOOL DISTRICTS
 DATE INDICATES YEAR OF ORGANIZATION
 MAP SCALE: 100 MILES = 1 INCH

Figure 1

part of the present Convent, was laid. A second, much larger wing was added in 1924 when the original wooden structures were demolished. Throughout these years a large number of students have profited by the excellent education provided by the boarding school at Sacred Heart Convent. In 1884 Lord Aberdeen, Governor General of Canada accompanied by Lady Aberdeen made a tour of Canada. The Catholic School in Calgary was honoured with a visit. On this occasion, after the reception, Her Ladyship examined the pupils' work and expressed herself pleased to see that the children of Calgary enjoyed the same advantages offered to those who attend large boarding schools in Europe.¹

Immediately after the opening of the private school, steps were taken to secure government recognition. On December 18, 1885 by a proclamation of the Lieutenant-Governor, Edgar Dewdney, the Lacombe Roman Catholic Separate School District Number 1 came into existence.² Some years later, April 25, 1911, this district changed from the name of "Lacombe", after Father Lacombe, to "Calgary". The occasion of the change was a difficulty in the sale of debentures when investors confused the district with that of the town of Lacombe.

Before the close of the first school year the Lieutenant-Governor visited the school. He questioned the children in geography, spelling and reading. Before leaving he praised the progress of the pupils and granted them a holiday.³

The number of pupils increased steadily as did also the standard of proficiency. Public examinations were held, as required, yearly from 1886. On December 19, 1888 they were presided over by an Inspector, Judge Rouleau

¹"Annals of Sacred Heart Convent", Calgary, 1894.

²Report of the Board of Education of the North-West Territories, 1886, p. 2.

³"Annals of Sacred Heart Convent", Calgary, 1886.

and the School Administrator. The report which followed praised particularly the higher branches of studies such as Algebra and Geometry. Distribution of the prizes merited in this examination took place two days later. About a hundred beautiful, instructive books were given as rewards. The report of 1890 comments on the exceptional progress of the pupils.

In 1889 the newly formed Board of Examiners administered high school entrance examinations for the first time. The students of the Sacred Heart Convent who presented themselves for these examinations in August formed the nucleus of the first Catholic High School in Alberta, which was opened on October 1. The following August four pupils wrote the Certificate Examinations, three the third class, one the second. All the candidates were successful.

The Convent was no longer able to accommodate all the pupils who presented themselves and it was, therefore, necessary to open a second school in October 1889 for pupils who lived at a distance.¹ The building used for this purpose had been a Methodist Chapel. Its spacious room formed a most suitable classroom and served this purpose until greater facilities were provided at the Convent school.

The Calgary Separate Schools experienced the same financial difficulties as the other schools. Universal taxation to help support schools was accepted only gradually. The resistance that was offered in Edmonton found a parallel in most school districts. While the mill rate was low the population was growing rapidly so expenses outstripped resources. Although the teachers received only meagre salaries, it is reported in 1897 that the funds were insufficient to pay for the heating, equipment and rent of the school buildings which at the time were owned by the Sisters who taught in the school.²

¹Ibid., 1889

²"Minutes of Calgary Separate School Board Meeting," 1897.

In spite of the fact that Edmonton was the site of the first formal school that was opened west of Winnipeg, and that the first Roman Catholic Public Schools were opened in the neighbouring districts, it was not until 1888 that the Roman Catholic population of Edmonton petitioned the Educational Council at Regina for the establishment of a Separate School District. The request was granted and the St. Joachim Separate School District Number 7 was formed on October 26, 1888.

A few weeks earlier five Sisters Faithful Companions of Jesus had come from Calgary to establish a convent and to teach in the School. On November 2, 1888 school was opened; twenty-three pupils presented themselves the first day. By Christmas the enrollment had increased to thirty-five. In Edmonton, as in Calgary, the Sisters gave music, art and needlework lessons and a boarding school was opened early in the new year.

The following reports given by the Deputy Minister of the Interior and the Surveyor-General of Canada give testimony of the excellent type of education given by the Sisters in this school:

I have great pleasure in stating that in the course of the Examinations which the children of this school have undergone today, I have found them very advanced if one takes into consideration that the school has existed less than a year. The system of teaching followed therein appears excellent and the progress of the pupils in all branches satisfactory.

A. M. Burgess

Deputy Minister of the Interior,
Canada¹

¹"Annals of F.C.J. Convent", Edmonton, 1889.

Having been invited by the Rev. P. Vegreville and the Sisters charged with the Catholic Schools of Edmonton to assist at a seance given by the pupils, I am happy to testify to the remarkable results obtained in the short time the school has been open and to the system of instruction by means of which considerable progress has resulted.

E. Deville

Surveyor-General of Canada¹

Edmonton, October 4, 1889.

At the close of this school year, mid-summer 1890, four students wrote the high school entrance examinations.

The annals of this school for the year 1890 make reference to another significant item which has been of vital interest to our bilingual country and which at this date was proving a point of controversy in the political field, namely the use of the French language. Some influential persons of the district were, apparently, unfavourably impressed with regard to the French taught in the School. An official examination took place on April 17th. The report given by the Inspector was as follows:

I am proud to be able to state that I am delighted with the results of this school. I examined the pupils (fifty-seven on register, thirty-eight present) in presence of the three trustees, M.M. Roy, Dr. Potvin, and L. Kelly, and a number of ratepayers and friends, and found the progress of the children remarkable in every branch - French and English. The results would have been still more brilliant if it had not been for the epidemic which visited Edmonton during the year. The good Mothers deserve great praise for their ability and energy in making this school such a success in so short a time.

J.M. Lestanc, Prêtre O.M.I.

Inspector.

Some interesting details regarding the early organization of the Edmonton Catholic Schools is provided by the minutes of the meetings of the School Board: a fee of \$1.00 a month was charged to parents who were not ratepayers; the first assessment roll was prepared by Mr. A.E. Johnstone; the first tax levy was at the rate of eight mills on the dollar. An early financial statement shows an assessment of \$8,295.00; total receipts for the

¹Ibid.

year were \$1,760.69, of which \$255.97 was collected as taxes, \$184.22 as fees from pupils and the balance received from government grants.

Although northern Alberta and particularly the region near the Saskatchewan had been the first part of the province to establish schools, efforts had been made in the south. Reference has already been made to the first school at Fort Macleod. With the building of the railway more and more settlers were attracted to this part of Alberta. By 1888 a petition had been made to have a Catholic Separate School District established in Fort Macleod. The desire became an actuality when the Holy Cross Separate School District Number 8 was formed on January 8, 1888.¹ The early history of this school in no way presages the later vicissitudes it was destined to experience. Mr. Wm. J. MacDonald was the first teacher of the school which was first conducted in part of the present rectory. The initial enrollment of twenty represented pupils in Grades I to III. In a short time a one-roomed school built in the church yard was ready for occupation. The prospects were hopeful and progress was good.

By 1888 Lethbridge was a rapidly growing town. The coal mines of the district were attracting numerous settlers and the extension of the railway gave promise of increase in trade and population. At the earliest opportunity Reverend Émile Legal, O.M.I., Reverend Fathers Lacombe and Van Tighem, O.M.I., ably assisted by M.E. Roy, Joseph Noël, Cyrille Bégin, T. Kevin and W.F. Gay began the organization of a Catholic school. On January 18, 1889, the Lethbridge Catholic Separate School District Number 9 was officially formed by a proclamation of the Lieutenant-Governor, Joseph Royal.²

On April 3, 1889, the first Catholic School, later known as St. Aloysius School, was opened in Lethbridge. It was a one-roomed wooden building on the

¹Report of the Board of Education of the North-West Territories, 1888-1889, p.17

²Report of the Board of Education of the North-West Territories, 1888-1889, p.17

corner of 9th Street and 2nd Avenue South near the C.P.R. Station. The first teacher was Christopher McRae. Not until the following year, however, was the school organized in a truly satisfactory manner. On December 31, 1890, a group of Sisters, Faithful Companions of Jesus, came from Calgary to Lethbridge to take charge of this school and to give the residents of the district some of the many advantages already enjoyed by the people of Calgary and Edmonton.

In January the Sisters began to teach in the school and despite the many hardships which the severe winter and inadequate housing conditions imposed, achieved remarkable success. The enrollment at this time was fifty-seven students who were taught by two teachers. The reports of the inspections which were made at regular intervals of six to eight months by officials duly appointed by the Educational Council of the North-West Territories, from the opening up to 1900 give ample testimony of the outstanding work that was done. The names of Émile Legal, O.M.I., A. Lacombe, O.M.I., Vital Grandin, O.M.I., W.J. Costello, and D.J. Goggin appear in these reports.

As in Calgary and Edmonton, a boarding school was opened in Lethbridge in order that the advantages of a Catholic education and cultural training might be enjoyed by students who did not live in the immediate district. In September 1892 fifteen resident pupils were enrolled; the number increased to twenty-two in succeeding years. The average daily attendance of pupils in 1900 in boarding and day school combined was 88. The actual enrollment would have been much higher as the attendance was very low in the severe winter season.

It was in the north of the province that the next Catholic School was opened. The beginnings were humble, and the difficulties many. The Thibeault Roman Catholic Public School District Number 35 (at Morinville) was officially organized in 1892.¹

¹Records of Department of Education, Alberta. In this study this reference refers to a manuscript book in the files of the Department of Education containing dates of organization and other information relating to Roman Catholic Public and Separate School Districts.

The first school was taught for a short time by Miss Delina Deschenes in the home of Mr. Harnois. This gentleman soon assumed the role of school master, but was unable to continue the duty for long. Consequently, when no teacher could be procured, the school was temporarily closed.

On the whole, outstanding progress was made in education in Catholic Schools from 1885-1892. The standards achieved and the cultural influence extended to the entire community could not be overestimated. The results of the public examinations and of the written state examinations were of the highest order. The Inspectors' reports of this period testify that the Catholic schools in the territory which is now Alberta, were entirely satisfactory. Nevertheless, the succeeding decade was to be a sad one.

The attitude of the governing officials of North-West Territories and in particular of those intimately connected with education did not change after 1885. They were intent on establishing a single state controlled system of schools in which religious influence was cut down to a minimum. Reference has already been made to the unfortunate effect of the North-West Rebellion of 1885, and to the identification of minority privileges with federal interference. Such privileges were, therefore, regarded as a tendency to prevent the west from attaining provincial autonomy. In addition the increasingly numerous sects among Protestants made agreement upon a state system almost a necessity while the Catholic philosophy of education required that the Church be granted the basic power. The inevitable clash on these two administrative concepts formed the educational issues from 1892 - 1902.

LATER TERRITORIAL PERIOD 1892 - 1905

Ordinances of 1892-1902

In 1892 and 1901 Ordinances, "of doubtful validity",¹ which completely

¹G.H. Weir, op. cit., p. 65.

centralized the school system, and "radically curtailed separate school privileges"¹ were passed by the Territorial Assembly. The system which was established provided for coterminous boundaries of a public school and a subsequently formed separate school. This was a distinct disadvantage to a minority group. Furthermore, uniform teacher-training and certification, uniform inspection and text books, with few minor exceptions, as well as uniform examination standards were demanded of all schools which received government aid.

In the Ordinance of 1892 the Board of Education was abolished and education was placed in the hands of the Lieutenant-Governor-in-Council, in which capacity they were known as the Council of Public Instruction. The only remaining vestige of the former Board of Education, with its sections, was the Educational Council of four members, two Catholic and two Protestant, who were to sit in on the meetings to advise on educational matters; they did not, however, have a vote.

Religious instruction might be given during the last half-hour of the day, if the board of trustees so directed and only to those children whose parents or guardians offered no objection. A further point which caused dissension was the provision that all schools were to be taught in English. That French-Canadians should resent being deprived of the language rights, that had been granted them by the Quebec Act of 1774, is most understandable. In the minds of many French-Canadians language and religious issues are inseparately united. In fact, it is true to say that the perpetuation of their religious faith is, from their standpoint, primarily dependent upon the efficient safeguarding of their language privileges in the elementary school. A satisfactory agreement was eventually arrived at, and the Territorial Ordinance of 1892 provided that all schools of the North-West Territories were to be taught in the English language but it was "permissible for the board of any district to

¹G.H. Weir, op. cit., p. 65.

cause a primary course to be taught in the French language."¹ This section still stands in the school law of Alberta.

The Ordinance of 1892 raised a protest and several petitions were received by the federal government asking for disallowance of the Bill. Mr. Weir states, "Apprehension was likewise expressed in regard to the inviolability of minority school rights in the future."²

The federal cabinet shelved the issue on the ground that the evidence as to grievances being suffered was conflicting and in the fact of such contradictory evidence disallowance was deemed inexpedient.³

Actually the bitter remembrance of the litigation concerning the Manitoba school question was very fresh in people's minds. Although the point of law involved in the Manitoba question was entirely different from that which would apply to the situation in the Territories, it was deemed wiser not to press the matter further.

In 1901 the Council of Public Instruction was abolished and its duties and powers were handed over to a Commissioner who was a member of the government. Thus the Department of Education was organized.⁴ The Act also stated that the first school in any district must be a public school. If a minority so desired, they could create a separate organization. The control of the teaching, inspection, text books, however, was centralized under the Department of Education. The final stroke in abolishing denominational schools was dealt.

Although there is no specific mention of this fact in the law, the trend can be ascertained by noting the changes in nomenclature during this period. The School Ordinances of 1884-1885 Section 10, read as follows:

¹North-West Territories Ordinance 1892, Section 83.

²G.M. Weir, op. cit., p. 241.

³Ibid. p. 242.

⁴Minutes of North-West Territories Council Sessional Papers, 1901.

Every school district shall be known under the corporate names of the 'School District of ...' (Here insert the name chosen by people of district), 'Protestant' (or 'Catholic') 'public' or 'separate' School District No. ...' (given by the Lieutenant-Governor or Lieutenant-Governor-in-Council of the North-West Territories).¹

This Section is modified slightly in the School Ordinance of 1887 (Section 15):

The name of every School District under this Ordinance shall be 'the ...' (here insert the name as hereinafter provided) 'School District No. ...' (given by the Lieutenant-Governor) 'of the North-West Territories'.²

It will be noted that while the Ordinance of 1887 did not specify that the name of the Public School District should not contain the word "Catholic" or "Protestant", at the same time it did not make any provision that this word should be included. Accordingly we find new public school districts organized bearing the name "Catholic School District of (Creuzot, Glengarry, Rose Ridge, etc.)" down to as late as 1901. It is significant that no Roman Catholic Public School District was formed after that date. The steps had been gradual, the change slow, but the end was realized. Denominational control of schools was a thing of the past. The school system of Alberta was secularized, but the issue was not finally settled. The Ordinances passed by the Territorial Assembly radically curtailed separate school privileges and infringed on the North-West Territories Act of 1875. Because they were of doubtful validity, they were the basis of a new struggle that was definitely settled in 1905. This matter will be dealt with in succeeding pages.

Catholic Schools 1892-1905

During this period, when the very existence of Catholic Schools was threatened, when their powers were being seriously curtailed, when various means to end denominational control were used, we would expect few new Separate

¹Ordinance of the North-West Territories, 1884-1885, Section 10.

²Ordinance of the North-West Territories, 1887, Section 15.

School Districts to be formed. The records show that three only were organized between 1892 and 1906. These are described briefly below.

Strathcona, a town on the south bank of the North Saskatchewan river opposite Edmonton, had begun to develop rapidly from the time of the arrival of the railroad, whose terminal station was there. In 1894 St. Anthony's Separate School District No. 12 was formed to provide school accommodation for the Catholic children of Strathcona. A history of St. Anthony's Parish states:

The first house-chapel was built at the time when the Reverend Father Lacombe was Superior at Edmonton ... The first chapel had a small sanctuary which could be separated from the remainder by curtains, and the church thus served as a school house for several years. Every day, in fine or bad weather, in winter or summer, two nuns of the Faithful Companions of Jesus, left the Convent at Edmonton, in sufficient time to arrive at the school for classes, driving their little carriage and crossing the Saskatchewan river, on the ferry boat, in summer, or on the ice in winter time.¹

The frame building which had served as a school was replaced in 1906 by the present St. Anthony's School.

The Roman Catholic Separate School District Number 14 was formed February 16, 1900, in Gleichen,² a French-Canadian settlement, which owed its passing importance to the fact that it was for a time the focal point of two railroads. At Wetaskiwin, Sacred Heart Separate School District Number 15 was organized in 1901.³ Here, too, the Catholic population was largely French-Canadian. Both these one-room schools were taught by lay teachers.

Between 1895 and 1901 six Roman Catholic Public School Districts were organized. All of these were one room rural schools. Glengarry, Granger and Vegreville (not the town school, but adjoining Vegreville) were established in 1895 as Roman Catholic Public School Districts No. 41, 42, and 44. Rose Ridge Roman Catholic Public School District No. 45 was organized in 1896, Volmer as No. 47 was formed in 1897, and Chorest Roman Catholic Public School⁴

¹History of Saint Anthony's Parish cited in The Western Catholic, "Separate School Supplement" June 14, 1939, p. 2.

²Records of the Department of Education, Alberta.

³Ibid.

⁴For location of these districts see Figure 1, p. 23.

District No. 51 was officially recognized in 1901.¹

The Catholic schools in the larger centres grew steadily during these years, and despite the anxiety to which they were subjected they continued to meet the demands of the Department of Education. At the same time they gave their pupils an education impregnated with the Catholic philosophy of life.

In Calgary, Edmonton, Lethbridge and Morinville the progress was most remarkable. Reference has already been made to the new stone building erected at Sacred Heart Convent, Calgary and opened in 1894. Sufficient accommodation for the ever increasing number of pupils was thus afforded. The enrollment was out of proportion to the number of Catholics in the town for at that time a large number of non-Catholic parents chose to send their children to the Catholic school where they were given opportunities which they could not otherwise have enjoyed.²

The high standard achieved by this school is evinced in a report of 1895 regarding a Territorial Exhibition held in Regina. School pupils and teachers were encouraged to send specimens of their work. The prizes offered ranged from two to twenty dollars. Fourteen prizes were merited by the Calgary Separate School for drawings, paintings, composition, and historical, topical and topographical maps.³

On May 23, 1898, a Teachers' Convention was held at Sacred Heart Convent, when the Superintendent of Public Education and the School Inspector spent the day with the teachers lecturing on the subjects taught in the elementary school. Much benefit was derived from the helpful suggestions given.⁴

Despite the successes and the increased enrollment, the period was, as has been noted, not without anxieties. The changes were accompanied by

¹Letter from Mr. W.E. Finbow, Editor-Librarian of Department of Education, Alberta, September 10, 1953.

²Missions des Oblats de Marie Immaculée Tome XXIII, p. 19 cited by R.P.J. Le Chevalier, O.M.I., in Origine et Premiers Développements de Calgary, Paroisse Sainte-Famille, Calgary, 1934, p. 81.

³"Annals of the Sacred Heart Convent", Calgary, 1895. Pages not numbered.

⁴Ibid., 1898.

uncertainty as to the final status of the schools of the minority group, and the effect of the enforced amendments. One incident only of this period will suffice to illustrate the effect of the amendments of the School Ordinances 1892-1902 on the Catholic schools. It is most probable that a misunderstanding gave rise to this issue and that the intention of the authorities was to give all parties full justice, nevertheless, the fact remains that effects were prejudicial to Catholic schools. In March 1894 Mr. Goggin conducted a three-day inspection of the Separate School in Calgary. He seemed pleased with the progress made and commented on the good management. On leaving he promised to send a detailed report from Regina. The report never arrived; but in May it became known that Mr. Goggin had privately informed a Member of Parliament for the North-West Territories,¹ that the Principal Mistress of the High School at Calgary told him she was perfectly satisfied with the text books assigned by the Council of Public Instruction for use in the schools of the North-West. In a speech answering the demands of the Bishop and Clergy for a redress of grievances in educational matters, the above information was used to evince that the aforesaid demand was unreasonable, since the approval of the principal school in the Territories showed clearly that the Catholics had full confidence in the Council at Regina.

When the above argument appeared in the report of the Parliamentary proceedings in the Ottawa papers, information was sought by the Bishop as to the real nature of the question. The reply was sent that the Sisters had given no formal approbation of the books; they had simply remarked that, since the books were made compulsory, they used them as they had no other means of preparing their students for the state examination. To Mr. Goggin's question as to whether the late amendments made any notable change in their schools,

¹The name of the Member is not given. The account of the incident appears in the "Annals of the Sacred Heart Convent" 1894, pp. 93-96.

the reply was that, "We had not made any change in our system - we had no confidence in the present Board of Education, and we feared its future enactments would be injurious to our Separate Schools."¹

It would be well to recall that the Manitoba School Question was the issue of the day and Catholics of the North-West feared lest they might suffer a complete loss of their Separate Schools as did their brethren in Manitoba. Happily the entire issue was of a different nature and the educational authorities of the North-West Territories partially recognized the rights of minorities in the spirit of the British North America Act of 1867.

The outcome of the above mentioned incident was that the authorities in Regina promised that the readers would be revised, and that a different history would be adopted.

In Edmonton during the years 1893-1905 the Separate School Board was most ably headed by a young lawyer, Mr. N. D. Beck, who later became the Honourable Mr. Justice Beck. The enrollment in the Catholic school in 1894 was 137 pupils taught by three Sisters. The subjects taught at the time were reported as follows: "Reading, Spelling and Dictation, Writing, Arithmetic, Ethics, Drill and Calisthenics, French, Music, Object Lessons, Drawing, Composition, Grammar, Geography, History, Literature, Bookkeeping, Needlework and Kindergarten."

In 1899 it was decided that a school for the accommodation of the older boys should be established. Accordingly the C.M.B.A.² Hall was purchased for that purpose and Mr. W.S. McNamara became the first teacher in the Boys' School. The operation of this school seems to have occupied much of the Board's attention during the next few years. In an endeavor to check tardiness on the part of the pupils the Board decided at one time "that teachers be instructed not to admit pupils who came to school fifteen or more minutes late; and that one hour's recess each week be given to all those who arrive punctually at school each day."

¹"Annals of Sacred Heart Convent", Calgary, 1894, p. 96.

²Christian Mutual Benefit Association.

An interesting reference to the use of the French language in schools, a timely issue, is found in the Annals of 1898. Mr. Calder, the Inspector, spent two days, November 15 and 16 in a strict examination of the subjects of the North-West program of studies. He was delighted with the progress made, and wondered how the teachers managed to attain such results in spite of having an hour less than other schools (an hour was devoted daily to the French language). In the report which followed Mr. Calder testified the utmost satisfaction and remarked that the trustees and the ratepayers of the district had just reason to be perfectly satisfied.¹

Tangible proof of the efficient results obtained in the Catholic schools and of their ability to compete with the Public schools of the time is afforded by the prizes won by St. Joachim's Separate, and St. Albert Roman Catholic Public School in the public exhibitions held in Edmonton and open to Public and Separate schools. In 1901, thirteen of the eighteen prizes awarded in a competition for free-hand map-drawing and writing, were merited by the Catholic schools, nine by the first mentioned, four by the latter. In 1903 St. Joachim's School took the first prizes for all subjects: map, object and crayon drawing, writing, and collection of wild flowers and noxious weeds. In this same year the results of the music examinations and high school entrance examinations were particularly good.

Early in the twentieth century the need for adult education was great in the Edmonton district. Many Galician, Polish and Russian immigrants were yearly coming to the North-West. In 1900 classes were first opened for young foreign girls most of whom were employed as maids. In the first year over fifty were enrolled. During the succeeding years these night classes for European girls became more popular and the numbers increased.

¹"Annals of F.C.J. Convent", Edmonton 1898, pp. 103-104.

Between 1892 and 1905 the population of Lethbridge increased rapidly. To provide the necessary accommodation for the students who presented themselves at St. Aloysius School two classrooms were built in 1893, and four were constructed in 1899. In that year the enrollment was 270. In 1902 a brick building which provided a classroom and four music rooms was erected. The standard of attainment in the school was high. This fact is attested by the very satisfactory inspector's reports, by the good results of pupils writing the public examinations, and by the numerous prizes merited by the students of the school in the public exhibition.

Meanwhile at Morinville, after the first difficulty of securing a teacher was overcome, school reopened in 1899. This was a well-organized venture which, under the capable direction of Father Jolicoeur gave promise of success. The school was a two-storey wooden building. The first floor served as a classroom, the second as a teacherage. French was taught by Miss Ada Latulipe and English by Miss Kathleen Steffes. At this time the school was not under government control and hence received no grant.

In 1904 a Religious Community, Filles de Jesus, arrived from France to take charge of this school. The Sisters were experienced educators who had worked zealously and successfully in their numerous schools on the Continent and in England. They began teaching on February 1. Their school consisted of sixty pupils, twenty-six of whom remained at the convent from Monday morning to Friday evening. In this way it was possible to provide a Catholic education for children of the neighbouring districts. The enrollment in this school increased to eighty when school reopened for the fall term.

The attendance in all the schools during these early years seems to have been most irregular. Numerous epidemics of measles, diphtheria, and scarlet fever in all parts of the north-west would have been in some measure

responsible for this. Another factor was that many pupils had great distances to travel so were unable to attend school in severe weather. Then, too, in the spring and autumn boys and girls were often kept out of school to help with the field work. In spite of these handicaps genuine progress was made and these young people received adequate preparation for citizenship in the province so soon to be formed.

Undoubtedly Catholic education of this period in the history of our province was one of the great factors in the preparation of this part of the North-West Territories for provincial autonomy. The original rights of complete independence in education were gradually taken away as centralization under state control was enforced; nevertheless, Catholic schools continued to function and in doing so gave the citizens of this pioneer land the benefits of an old-world culture. The rights of the minority group had been seriously curtailed, but with that courage which characterizes those who are inspired with a lofty ideal and who are fired with zeal to work for a great cause, Catholic educators pressed on to fulfill their goal.

CHAPTER II

FROM PROVINCIAL AUTONOMY TO THE ENLARGED UNIT OF SCHOOL ADMINISTRATION 1905 - 1936

HISTORICAL AND CONSTITUTIONAL BACKGROUND

For several years prior to 1905 the subject of provincial autonomy for the vast area, known as the North-West Territory, had been the occasion of frequent discussions at Ottawa, and of conferences between the Dominion Government and Mr. Haultain, Premier of the Territories. Throughout Canada it seems to have been recognized that the time was approaching when the consolidation of the Territories into a Province or Provinces would be necessary. The separate school question seems not to have been raised in the negotiations that passed between the two governments; neither was it an issue in the territorial and federal elections held in 1902 and 1904, respectively. When at last this question was forced into prominence and was finally settled, the establishing of provincial autonomy was assured.

The great "School Question" of 1905, which excited Canada as few political issues had since Confederation, began as the question of whether religious instruction in the schools of the provinces was to be continued, and grew into the much more momentous one of whether the government at Ottawa could dictate to a province concerning its educational system. As has been noted, Separate Schools and religious instruction under the district trustees had been allowed in the Territories by the Ordinances under which educational

affairs had been administered.

It was the intention of the Liberal Government at Ottawa, under the leadership of Sir Wilfred Laurier, to incorporate in the Alberta Act, a clause, similar to the one in the North-West Territories Act of 1875, thus forcing the province to continue separate schools and religious instruction.

To the Protestants, however, it became not only a question of religious instruction in schools, but also a case of interference in provincial affairs by the federal government. This interference concerned the eastern provinces as well as the western, and accordingly they all took part in the agitation. The bitterness was increased by the fact that it was represented by the Protestants as a case in which the Roman Catholic Church was, by means of the federal government, attempting to use public money for the support of a system of sectarian schools. This was quite a different matter from the province itself allowing a district or part of a district to form and support a separate school, and to give religious instruction as a part of the course of studies.

When the autonomy acts providing for the creation of the two provinces, Alberta and Saskatchewan, were introduced by Sir Wilfred Laurier in the Federal House, the school clauses provided that Section 93 of the British North America Act was to apply to the new provinces. Section 93 reads in part, as follows:

In and for each Province the Legislature may exclusively make laws in relation to Education, subject and according to the following provisions:

(1) Nothing in any such law shall prejudicially affect any Right or Privilege with respect to Denominational Schools which any class of persons have by law in the Province at the Union.

The proposed legislation reads as follows:

Subject to the provisions of the said section 93 of the British North America Act, and in continuance with the principle heretofore sanctioned under the North-West Territories Act, it is enacted that the legislature of the said province shall pass all necessary laws in respect to education and it shall therein be provided that (a) a majority of the rate-

payers of any district or portion of the province, or any lesser portion or subdivision thereof, by whatever name it is known, may establish such schools therein as they think fit and make all necessary assessments and collection of rates therefor, and (b) that the minority of the ratepayers therein, whether Protestant or Catholic may establish separate schools and make the necessary assessments and collections of rates therefor, and (c) that in such cases the ratepayers establishing such Roman Catholic or Protestant separate schools shall be liable only to assessment such as they impose upon themselves with respect thereto.

This clause was followed by another:

In the appropriation of public monies, paid by the legislature in aid of education, and in the distribution of any monies paid to the government of the said province from the school fund established by the Dominion Land Act, there shall be no discrimination between the public schools and the separate schools and such monies shall be applied to the support of public and separate school in equitable share or proportion.¹

The federal government claimed that it was within their power according to the British North America Act to frame these clauses, since they did not interfere with the provincial control of education. Complete administration of education with respect to the curriculum, text-books, teachers and trustees was left to the province. The government maintained, too, that the aim of the school clauses was simply to crystallize the existing law, as set forth in the School Ordinance of 1901, and that the type of separate schools proposed by the bill was practically of a national character. To the western members at Ottawa, however, there seemed doubt as to the interpretation the proposed clauses might bear, should litigation similar to that involved in the Manitoba School Question, arise. It was admitted that the new provinces were empowered to exercise such control over separate schools as the Ordinances of 1901 had warranted, but with this proviso: "subject to the provisions of the said Section 93 of the British North America Act, and in continuance of the principle

¹Hansard 1905, cited by J.M. Hutchinson, Calgary; The Educational System of Alberta, (Alberta Job Printers, 1916), p. 15.

heretofore sanctioned under the North-West Territories Act."

It should be recalled that the principle sanctioned by the North-West Territories Act was consistent with the establishment of sectarian schools in the complete sense of the term, and that since the Ordinances of 1901 infringed on the Act of 1875, they were of doubtful validity. Unless, therefore, the School Ordinances of 1901 were definitely confirmed by federal authority, and reference to the Act of 1875 omitted, the case appeared precarious to the opponents of sectarian schools.

As stated before, the dispute developed into the question of the relation of the federal and provincial governments and of the interpretation of clause 93 of the British North America Act. Every province in the dominion was concerned in the outcome.

Early in March, 1903, a crisis in the government was narrowly averted when the Honourable Clifford Sifton resigned from the Cabinet. Resolutions of protest were passed by various social and religious groups, in which nearly every public man, lodge and society took one side or the other. The newspaper controversy seems to have been particularly bitter.

Happily a compromise was effected. The contentious clauses proposed by Sir Wilfred Laurier were dropped from the bill, and an amended section validating the Territorial Ordinances of 1901, was substituted. The political storm subsided.

The Alberta Act, providing a constitution for the newly-created province, came into effect on September 1, 1905. Section 17 of this Act reads as follows:

Section 93 of the British North America Act, shall apply to the said Province, with the substitution for paragraph (1) of the said section 93, of the following paragraph:

(1) Nothing in any such law shall prejudicially affect any right or privilege with respect to separate schools which any class of persons

have at the date of the passing of this Act, under the terms of Chapters 29 and 30 of the Ordinances of the North-West Territories, passed in the year 1901, or with respect to religious instruction in any public or separate school as provided for in the said Ordinances.

(2) In the appropriation by the Legislature or distribution by the Government of the Province of any monies for the support of schools organized and carried on in accordance with the said Chapter 29, or any Act passed in amendment thereof or in substitution therefor, there shall be no discrimination against schools of any class described in the said Chapter 29.

A comparison of Section 93 of the British North America Act and Section 17 above will make clear the significance of the Alberta Act. The rights and privileges of the religious minority, whether Roman Catholic or Protestant, in any district were defined and limited by the terms of Chapters 29 and 30 of the Ordinances of 1901, and thus the additional rights and privileges which had been enjoyed by the minority groups under the North-West Territories Act of 1875, or under any Territorial Ordinances passed prior to 1901, were definitely excluded.

Hence the opinion behind succeeding legislative enactments appears to be that separate schools as known under the Ordinance of 1901 cannot be interfered with although public denominational schools, Roman Catholic Public schools for example, can be.

The Alberta Act of 1905, then, made provision for the creation of separate schools and for religious instruction, but with the proviso that education be left entirely under provincial control. Thus the Roman Catholics, who did not regard education as purely secular had their rights safe-guarded, and the provincial government was supreme in the field of education. The Separate Schools whether Protestant or Roman Catholic, were to be subject to the same regulations as the public schools; they were to have the same inspectors and the same text-books, and their teachers were to have the same

qualifications. This afforded a practical guarantee of the same standard of efficiency, and reduced to a minimum the difference between Separate and Public Schools.

Despite the above mentioned provisions the question has frequently arisen as to whether the framers of the constitution intended that the separate school, Roman Catholic or Protestant, should be an efficient institution on an equal footing with the public school. The answer seems to be in the affirmative for Section 17 of the Alberta Act could scarcely convey any other impression. Subsection (2), Section 17, of the Alberta Act reads as follows:

In the appropriation by the Legislature or distribution by the Government of the Province of any monies for the support of the schools organized and carried on in accordance with the said Chapter 29, or any Act passed in amendment thereof or in substitution therefore, there shall be no discrimination against schools of any class described in the said Chapter 29.

The judgment of a member of the Supreme Court of Canada, Mr. Justice Anglin, is a confirmation of this interpretation. He said, "Equality of treatment and equal rights and privileges for public and separate schools would appear to be the spirit of the school law".¹

Autonomy brought with it no radical changes as far as the administration of educational matters was concerned. When the Province of Alberta was established the Ordinance of 1901 pertaining to education was adopted by the Legislature and was known as the School Ordinance. This Ordinance was amended from time to time by Acts passed by the Legislature of the Province. The organization of the first provincial government of Alberta included a Department of Education. The Premier assumed the portfolio of Minister of Education. To act in an advisory capacity, there was appointed by the Minister an Educational Council consisting of five members, three Protestant and two Roman Catholics. The members were to hold office for two years. But since the

¹G.M. Weir op. cit. p. 73.

Minister was not compelled to follow its advice or even seek it, the Committee soon lost all importance and ceased to be a factor in educational affairs.

It is evident from the above discussions that Alberta and Saskatchewan set out upon their provincial careers with the same federal heritage with respect to separate schools. Moreover, Sections 17 of the Alberta and Saskatchewan Acts were identical. In actual operation, however, the school systems of the two sister provinces have differed considerably. The school system of Alberta has, in comparison with that of Saskatchewan, been singularly free from sectarian and political strife. Separate school and language issues have been matters of local interest which have been satisfactorily arranged in each district. As a result the political strife of Saskatchewan resulting from such issues has had no counterpart in Alberta. The system of education in Alberta has, on the contrary, expanded and developed in a remarkably successful and harmonious way.

One point of difference in particular is of importance to Catholic education, namely that in Alberta the rights and privileges of separate schools extend into high school levels; they are not limited to the elementary or common school grades. These rights have their origin in the North-West Territories Ordinances. In October 1889 a High School was opened at Sacred Heart Convent, Calgary. This school was recognized by the educational authorities in Regina as an integral part of the educational system, for the records of 1889 state that beginning with the school quarter ending December 31, 1889, Lacombe Separate School District No. 1 (Calgary) received the Union grant for its High School.¹

In the Alberta Act, as was already stated, the following provision appears: "Nothing in any such law shall prejudicially affect any right or privilege with respect to separate schools which any class of persons have at the date of the passing of this Act, under the terms of Chapter 29 and 30

¹Report of the Board of Education, North-West Territories, 1888-1889, p. 11.

of the Ordinances of the North-West Territories, passed in the year 1901 ..."

The right of Separate Schools to include high school grades had been established by the recognition of the High School in Calgary in 1889, hence this right continued in Alberta after the province attained provincial autonomy.

MAINTENANCE OF CATHOLIC SCHOOLS

1905 - 1936

Local Taxation

The schools in Alberta are financed by local taxation supplemented by grants from the Department of Education. Local taxation falls into two categories: that which is charged on privately owned property, and that which is collected from companies, corporations and co-operatives. The former is regulated by the Alberta Act which states, regarding minority groups:

The minority of ratepayers in any district, whether Protestant or Roman Catholic, may establish a separate school therein; and in such case the ratepayers establishing such Protestant or Roman Catholic separate school shall make necessary assessments and collections of rates therefor, and the ratepayers establishing such Protestant or Roman Catholic school shall be liable only to assessment of such rates as they impose upon themselves with respect thereto:¹

The application of this law has proved satisfactory to all concerned. While in many cases the income for Separate Schools from this source is proportionately lower than that of the Public School District because the Separate School assessment is often lower, it is a just way of allocating funds and has proved acceptable to all.

¹ Alberta Act 1905 - Section 22, Subsection 2.

The second type of taxation, that collected from companies, corporations and co-operatives, has been more difficult to regulate fairly. In this source of funds Catholic Separate schools, in most cases, are at a decided disadvantage. In order to understand the nature of the problem it will be necessary to examine the Statutes relative to this subject and to note the amendments that have been made since 1901.

Chapter 30 of the 1901 Statute reads as follows:

A Company may by notice in that behalf to be given to the secretary of the board of any district in which a separate school has been established and to the secretary of the board of such separate school district require any part of the land of which such company is the owner to be entered, rated and assessed for the purposes of such separate school and the proper assessor shall thereupon enter said company as a separate school ratepayer in the assessment roll in respect of such land specially designated in that behalf in or by said notice and so much of the land as shall be so designated shall be assessed accordingly in the name of the Company for the purposes of the separate school and not public school purposes but all other land of the Company shall be separately entered and assessed in the name of the company as for public school purposes:

Provided always that the share or portion of the land of any company entered, rated or assessed in any district for separate school purposes under the provisions of this section shall bear the same ratio or proportion to the whole land of the company assessable within the district as the amount or proportion of the shares or stock of the company so far as the same are paid or partly paid up held and possessed by persons who are Protestants or Roman Catholics as the case may be bears to the whole amount of such paid or partly paid up shares or stock of the company.¹

The companies referred to by the above law were of three types:

(a) Companies whose shareholders were all Protestants and whose taxes would therefore be available for public schools only - (assuming that the separate school is Roman Catholic): for since no shares were held by Roman Catholics, valid notice could not be given and as a result no portion of the taxes levied could be devoted to the separate school.

¹Ordinance of North-West Territories, 1901, Chapter 30. An Ordinance Respecting Assessment and Taxation in School Districts. Section 9.

(b) Companies whose shareholders were all Roman Catholic. Such companies could give notice requiring all their property to be assessed for Catholic separate school purposes; but, if no notice were given, all their taxes would be devoted to the public school.

(c) Mixed companies whose shareholders were partly Protestant and partly Roman Catholic. These companies could give notice requiring a portion of their taxes to be devoted to separate school purposes, but if, as was frequently the case, no such notice were given, all the taxes were given to the public school.

Such a situation operated unfavourably with respect to separate schools. There are two outstanding reasons why this would be the case: A company has no religious convictions nor has it any children to educate, hence it would probably be indifferent as to the distribution of its taxes; secondly, for business reasons a company would not be likely to discriminate on a religious basis. The tendency was exemplified by the actual state in Regina in 1913. "Of the 159 companies whose taxes were in dispute, not one had given the notice specified".¹

The situation in Alberta was similar to that in Saskatchewan since the two provinces had identical laws regarding company taxes. In 1910 the Alberta Legislature passed certain amendments in order to provide a fairer distribution of company taxes.

Section 9 of the School Ordinance was amended by adding the following subsections:

(5) In the event of any company failing to give a notice as hereinbefore provided, the board of trustees of the separate school district may give the company a notice in writing in the following form or to the like effect, that is to say: The board of trustees of the ... Separate School District No. ... of the Province of Alberta hereby give notice that unless and until your company gives a notice as provided by Section 9 of the School Assessment Ordinance (C.30 of 1901), the school taxes payable by your company in respect of land lying within the limits of the ... Public School District No. ... of the Province of Alberta (naming the

¹G.M. Weir, op. cit., p. 84.

public school district in relation to which the separate school district is established) will be divided between the said public school district and the said separate school district in shares corresponding with the total amount of the assessed value of lands assessed to individuals for public school purposes and the total amount of the assessed value of lands assessed to individuals for separate school purposes respectively. This notice is given in respect of section ..., of chapter ... of the Statutes of Alberta 1910.

(6) Unless and until a company to which notice has been given as aforesaid gives a notice as hereinbefore provided for the whole of the lands of such company lying within the limits of the public school district shall be entered, rated and assessed upon the assessment toll of the public school district, but the public school district shall pay to the separate school district a share of the taxes collected from the company in respect of its lands equal to the proportion which the total assessed value of the lands assessed to individuals upon the assessment roll of the separate school district bears to the total assessed value of the lands assessed to individuals upon the assessment rolls of both the public and separate school districts.¹

As a result of this amendment the taxes of companies and corporations "failing to give notice" were to be divided between the two school districts on a definite basis. Thus, if notice regarding the distribution of its taxes were given by a corporation situated within a separate school district the taxes would be divided between the two classes of schools on the basis of the amount of paid-up or partly paid-up shares or stocks held by Protestants and Roman Catholics, respectively, in the company. But if notice were not given by the company, the taxes were not, as formerly, to be available only for public school purposes; the separate school was to receive its share. This share was to be in proportion to the total assessable property owned by Roman Catholics in the district (excluding corporations) and was to be paid provided the notice was duly given to the company by the board of trustees of the separate school district.

Difficulties soon arose in the application of the amendment. According to the more obvious interpretation the Separate School District would collect taxes on all companies and corporations which did not give notice. In the case of companies and corporations which had no Catholic shareholders this seemed

¹An Act to Amend the School Ordinance, the School Assessment Ordinance, and the School Grants Ordinance, 1910, Province of Alberta.

contrary to the spirit of the law, since such companies could not give notice.

In Saskatchewan the matter proved a source of litigation.

The interpretation given the words "in the event of any company failing to give notice", by the Supreme Court of Canada and by the Supreme Court of Saskatchewan was that these words,

could only refer to such companies as could give notice and failed to do so, that is, companies some of whose shareholders were of the religious faith of the separate schools. These words cannot be applied to a company that could not give notice under that section ... ¹

No amendment was passed by the Alberta Legislature to bring the subsection containing the ambiguous terms into stricter conformity with the interpretation of the Supreme Court until 1931. In the meantime several modifications in form but not in content of the original statutes appeared.

In the 1920's these original statutes appeared without change as Sections 9 and 60 of "The School Assessment Act". In 1931 they were consolidated (the one Section set forth the procedure for both municipalities and public school districts) in Section 50 of "An Act to Consolidate and Amend the Assessment Act". The amendments made no significant change.

Although the law appeared to be equitable and to give due consideration to minority groups, in actual practice this was hardly the case. Taxes were collected from all companies, corporations, and co-operatives without exception; payments were made to Separate School Districts only from such companies as voluntarily agreed to support these schools. Some companies, regardless of Catholic shareholders, refused to divide their taxes on the grounds that they could not easily find out the religious beliefs of their shareholders.²

¹G.M. Weir, op. cit., P. 91.

²Letter of Mr. A.A. O'Brien, Superintendent of Edmonton Separate Schools, January 13, 1954.

Government Grants

Government grants are the second source of finance for Alberta schools. These are paid to both separate and public schools according to a definite plan. This plan has varied as the school system developed.

Before 1905 the problem of securing duly qualified teachers was equalled only by that of enforcing regular attendance throughout the year. Accordingly we find that by the School Ordinance of 1885, grants were given on the basis of: teacher's qualifications, attendance, Inspector's reports of the school, additional teachers, and advanced classes.¹

By the Ordinance of 1901 changes were made in the basis of the payment. To offset the tendency to organize very large districts and to compensate for sparsely settled districts the flat per diem grant was changed. The basic grant of \$1.20 per day was gradually reduced to \$0.90 a day for larger districts. A new bonus based on regularity of attendance replaced the one which depended on average attendance.

Between 1905 and 1920 the major emphasis seems to have been directed to improvement of the rural schools. In this period educational authorities also began a consistent movement to encourage secondary and technical schools as well as consolidated and two-roomed schools. Rural schools received a per diem grant of \$1.20; this amount was reduced to \$1.00 in 1919. The grant paid to village and town schools varied inversely as the number of teachers employed. In some districts it went down to as low as 30 cents a day, but in 1919 the School Grants Act stipulated that no school should receive less than 60 cents a day.²

¹School Ordinance of 1885, Section 85, "Aid to Schools".

²School Grants Act, 1919.

The early twenties was a difficult time. Economic conditions were bad because of the postwar depression, and of conditions in the north. Consequently financial returns in the province were meagre. Despite the very evident general tendency towards a reduction of grants during the years 1920 to 1935, a truly outstanding development took place in 1926.¹ This was the institution of the Equalization Grant to aid schools whose assessment was below \$75,000. Schools with an assessment below \$10,000 received \$2.80 per day. Those with assessment between \$70,000 and \$75,000 received \$.20 per day. Schools with assessments between \$10,000 and \$70,000 received amounts in proportion to their assessments. This grant has benefited many Catholic Separate school districts, for since they are organized by minority groups, they frequently have a relatively low assessment.

Without the aid of government grants many schools would have remained closed in the depression years. Due to the special grants and Equalization Grant some two-room school districts actually contributed very little money to the school budget. In 1934 the maximum amount of grant paid to any school was fixed at \$500, which was in no case to exceed seventy-five percent of the teacher's salary. During this period, because of the financial difficulties of the government, grants were paid for only 180 days of operation.

Maintenance Problems

The maintenance problems of Catholic schools were acute during the period under discussion. The Roman Catholic Public School Districts had no difficulties which all districts of the province did not face. The Roman

¹Annual Report, Department of Education, Alberta, 1926, pp. 9, 10.

Catholic Separate School Districts, however, were in a different position. There were several reasons for this fact. The income of the Separate School Districts was, generally speaking, proportionately lower; the building and operating expenses (excluding salaries) were proportionately higher.

Several factors combined to cause the proportionately lower income. In the larger cities many Catholics are not home or property owners; therefore they may or may not support the Separate School District. The assessed value of the Separate School District is in some cases slightly lower, in others definitely lower than that of the Public School District. The reasons for this are principally: the incomes of many of the Separate School ratepayers are low; as a result the value of their property is also low; through disinterestedness in some cases, through ignorance in others, some Catholics fail to give the notification necessary to have their property valuation placed on the Separate School assessment roll. The fact that the average number of pupils per family in the Separate Schools is somewhat higher than that in the Public Schools would also tend to lower the proportional income of the district. The final and usually greatest factor is that already discussed at length, namely that Separate School Districts did not receive their proper share of company and corporation taxes.

Expenses were proportionately higher because the Separate School represented a smaller unit than the Public School. A district which provided a nine-room public school required a two-room separate school to accommodate the pupils. Additional rooms were built in the same proportion. It is evident that the per capita expense of the smaller unit greatly exceeded that of the larger. In the cities an added consideration was the matter of carfare. Relatively speaking the Separate School District with fewer schools had to budget a much larger sum for carfare than the Public School District which had schools in all parts of the city.

As the depression became more severe various temporary means were utilized. In 1933, for example, the Calgary Separate and Public Schools closed all elementary classrooms (Grades I-VIII) on June 16 and reopened on September 18. The teachers received one-twelfth less salary for the year.¹ To save the financial situation from collapse, the government passed the Tax and Rates Collection Act in 1931 making the municipality the collecting agency instead of the school district. The municipality was able to borrow money from the banks more easily and could thus provide at least part of the necessary funds. The Tax Consolidation Act was passed in order to encourage annual payments of at least a portion of tax arrears.

The only way to balance the budget was to cut supplies, to limit operating expenses and to reduce salaries. In all schools of the province during depression years, salaries were low; in Catholic Separate Schools they were, of necessity, very low. The reasons have been set forth.

BILINGUAL EDUCATION

According to the Territorial Ordinance of 1892 as stated in Chapter I, all schools of the North-West Territories were to be taught in the English language, but it was "permissible for the board of any district to cause a primary course to be taught in the French language". This section was maintained in the school law of Alberta (Section 184). Sections 18 and 19 contained further references to this same subject.

Subject to the provisions of Section 184 of the School Act, the board of any district may employ one or more competent persons to instruct the pupils attending school in any language other than English. Such instruction shall be given between the hours of three and four

¹"Minutes of C.S.S. Board Meeting", May 18, 1933.

o'clock in the afternoon of such school days as may be selected by the board and shall be confined to the teaching of reading, composition and grammar. The text-books used shall be those authorized by the Minister of Education.

In any school in which only a part of the pupils in a class receive instruction in a foreign language it shall be the duty of the teacher in charge to see that the remaining members of the class are profitably employed while such instruction is being given.

Some years ago the Minister of Education in Alberta defined what shall constitute a "primary course" in French and the teaching of French was authorized in a number of schools in the province. According to this interpretation during the first school year French could be used as the medium of instruction but oral English was to be included as a subject of study. During the second year, after the child has learned to read in his mother tongue, the formal teaching of English was to begin. From Grade III - VIII a period not exceeding one hour each day could be allotted to the teaching of French. In addition it was permitted to devote the last period of the day in all grades to religious instruction, which instruction could be given in French.

It is the general feeling in Alberta that educational authorities have treated the French minority most generously. The result has been that harmonious relations have in general characterized the administration of the school system of the province both as regards bilingual education and Separate schools.

In 1925 the Department of Education published the first regulations and program of studies, "A Primary Course in French", for Bilingual Schools. On December 13 of the same year L'Association Canadienne - Française de l'Alberta was organized. The primary aim of the association is to encourage the study of the French language, history, literature and culture among the French-Canadians of the province.

In the following year, 1926, the teachers of Bilingual Schools organized to form, "L'Association des Instituteurs Bilingues de l'Alberta", in order that they might more effectively encourage the study of their native tongue

by the French-Canadian youth of the province. A tangible proof of their activity and progress was the inauguration of provincial examinations in 1929. These examinations were written by all grades. Successful pupils were given certificates. The marked yearly improvement in standard gives evidence of the increased interest and proficiency of the French-Canadians of Alberta in this study.

Bilingual education does not imply only the study of French grammar. Reading, language, literature, composition, and history are all included. The entire French-Canadian culture with its folk lore, art and traditions form a part of the program for these schools.

Section 154 of the Alberta School Act expressed the legal basis and provision for payment of instructors for bilingual education as follows:

(1) All schools shall be taught in the English language, but it shall be permissible for the Board of any district to cause a primary course to be taught in the French language.

(2) The Board shall have power to raise such sums of money as may be necessary to pay the salaries of the instructors, and all costs, charges and expenses of such a course of instruction shall be collected by the Board by a special rate to be imposed upon the parents or guardians of such pupils as take advantage of the same.

The greater number of bilingual schools were Public Schools. Some Roman Catholic Public and Separate Schools gave bilingual instruction. Among these were St. Albert and Thibeault, near Edmonton. Several rural Catholic Public schools gave instruction in French when it was possible to obtain the services of a teacher qualified to do so, and when the School Board deemed the number of French-speaking pupils was sufficiently great. Creuzot, Fort Saskatchewan, Glengarry and St. Leon in the present Sturgeon Division; Vegreville Roman Catholic Public No. 44, just across the river from Vegreville; and Lac Ste. Anne were among this group. The only Roman Catholic Separate Schools which offered bilingual education were Grandin, Sacred Heart and Calder in Edmonton, St. Aubins¹ in Chauvin and Sacred Heart in Wetaskiwin.¹ The latter ceased to give bilingual instruction in 1924.

¹For location of these districts see Figure 1, p.23 and Figure 2, p.75.

NEW ROMAN CATHOLIC SEPARATE SCHOOL DISTRICTS

1905 - 1920

During the first decade of the 20th century there was a great movement toward the west. Pioneering conditions of Alberta soon gave way to well established community centers. One of the most convincing proofs of the rapid development of the province was the establishment of numerous schools. Catholics were keenly aware of the rights they possessed by the Alberta Act; accordingly it is found that Catholic education was provided in many districts. In central Alberta where Catholics predominated a number of public schools provided this benefit; in the south of the province where Catholics formed a decided minority a number of Separate School Districts were organized.¹

St. Martin's, Vegreville - In August 1906 St. Martin's Roman Catholic Separate School District No. 16 was organized in the town of Vegreville. Reverend A. Bernier with the help of active members of the newly formed parish of Vegreville prepared a small house which was to serve as a school and a temporary convent for the Sisters, Filles de la Providence, who arrived in Vegreville in December 1906. In January 1907 the school was opened with 12 pupils in attendance under the direction of the sisters and a young teacher, Miss Anna Doyle. During the first year the numbers increased to 77, 25 of whom were boarding pupils.

On December 16, 1907 a new convent was opened and classes were conducted in it. In addition to the regular school courses the Sisters gave special lessons in art, music, sewing and embroidery to those who wished to take them. The French-speaking pupils who formed a large percentage of the enrollment were given daily instruction in their native tongue.

¹For location of the districts treated in this sub-section see Figure 2, p. 75

The school attendance grew rapidly; soon the new convent was not large enough to hold all the classes. The basement of the church was used as a large classroom, but still accommodation was insufficient. It was decided that a school separate from the convent should be built. Accordingly a fine brick structure was erected and in the fall of 1914 this six-room school was opened. All Grades from I-VIII were taught. More and more parents in the surrounding district wished to take advantage of the splendid opportunities and the Catholic education which the Sisters gave their pupils. To provide for the growing numbers of non-resident pupils a new wing was added to the convent in 1918.¹

St. Joseph's, Red Deer - In 1907 the Catholic population of Red Deer under the leadership of Reverend Henri Voisin sent a petition to the provincial government for the formation of a Separate School District. On October 8, the same year the Religious Congregation, Filles de la Sagesse, came to Red Deer to open a convent and to teach in the newly constructed school.

This congregation was instituted in France in 1703. The principal works of the institution are education of children, the care of the poor and sick, and the conducting of retreat houses. One of its special works in France and elsewhere is the education of deaf-mutes and the blind. In Alberta these sisters have three schools: at Red Deer, at Castor and at Whitefish, (an Indian Mission).

Among the sisters who came to Red Deer in 1908 were trained teachers, an artist and a musician. Accordingly, from the beginning the pupils of this school had every opportunity to receive special training in music, art, sewing and French.

When the classes opened on October 21, 1908 there were but two pupils, one day student and one boarder. This number rapidly increased to 20; of these

¹"Archives of Immaculate Conception Convent", Vegreville.

15 were resident students. There must have been some delay in the official recognition of this district, for the Annual Report of the Department of Education for 1908 states that no new districts were organized. The Report of 1909 lists North Red Deer District No. 17 with an enrollment of 28 pupils as one of the Roman Catholic Separate Schools. The date of organization is given as January 8.¹ The numbers increased rapidly and in 1911 high school classes were taught.

A new wing was added to the original building in 1913. This included classrooms, dormitories and a dining-room for the resident students. The four-room school accommodated 100 pupils of all grades.² By 1920 this number had increased to 149.

St. Michael's, Pincher Creek - Meanwhile in Pincher Creek a Religious Congregation, Filles de Jesus, had been conducting a private school in Kermaria Convent since 1903. Messrs. T. Lebel, P. Bertles, F. Lynch, and G. Dionne worked untiringly to form a Separate School District. Finally on February 9, 1909 St. Michael's Roman Catholic Separate School District No. 18 was recognized.³ From the beginning this district experienced financial difficulties. Thanks to the kind co-operation of the sisters it was possible to give the Catholic children of the district the benefits of a Catholic education.

The enrollment for the first year after the official recognition of the district was 139. Classes were conducted in the convent in rooms rented at the modest sum of \$1.00 per month. The teachers' salaries were proportionately low.

In 1910 the first part of the brick building which now stands on the corner of Lacombe Street and Christie Avenue was completed. The increased

¹Annual Report of the Department of Education, Alberta, 1909, p. 35.

²"Records of St. Joseph's School", Red Deer, 1908 - 1953.

³Annual Report of the Department of Education, Alberta, 1909, p. 35.

accommodation and improved facilities attracted a still greater number of pupils.

In 1915 a medical health officer was appointed for the school, and in the following year a truant officer was named. High school classes had been taught from 1904 when there were sufficient pupils. In 1917, owing to difficulty in obtaining a teacher at the modest salary the school district could afford, it was found necessary to send the Grade X and XI pupils to the Public High School. The parents of the pupils paid the tuition fee. In 1918 Grade IX pupils, too, went to the Public School.

Throughout these years the minutes of the School Board meetings contain references to the unsuccessful efforts to collect company and corporation taxes. The provincial wide postwar difficulties added to the ever-present monetary strain and resulted in an acute financial situation. In August 1918 a poll tax of \$4.00 was levied in accordance with provincial laws, on all males over 21 in the district.¹

Pontmain, Trochu - The Congregation of the Sisters of Charity of Notre-Dame d'Evron opened a private school and boarding school in Trochu in 1909. In

¹"Minutes of the Board Meetings" from 1909 - 1918. "The poll tax was no doubt levied under Section 35a of the School Assessment Ordinance. The following is quoted from the 1920 Office Consolidation, but this Section was a part of the original Ordinance (Chapter 30 of the Ordinances of 1901)

"35a. Subject to the approval of the Minister, any school board may by resolution fix a minimum tax to be paid by any person assessed upon the assessment roll, at the sum of four dollars (\$4.00) and may require that every male resident of the district of the full age of 21 years who has resided therein for a period of one month or over, and has not been assessed on the assessment roll, shall pay an annual tax of \$4.00 for school purposes to be collected at any time after the first day of January in each and every year, and such school tax shall be payable by such residents, whether he has resided in the district before the date of the completion of the last revised assessment roll or not; but in the case of the collection of such tax, the name of such resident so paying, shall be added to the assessment roll."

May 1911, Pontmain Roman Catholic Separate School District No. 20 was formally recognized.¹ The small frame school building was not ready for use until August 1912. In that year between 30 and 40 pupils in Grades I-VII were taught by three teachers. In 1918 the high school was opened and by 1920 there were 156 pupils enrolled in this school. A four-room concrete and brick building had replaced the original frame structure.

St. Louis, Medicine Hat - In June 1911 at Medicine Hat still another Separate School District, under the name of St. Louis Roman Catholic Separate School District No. 21 was officially organized.² Not until January, 1913, however, was St. Louis school opened. Grades I-VIII, 60 pupils, were taught in two rooms by the Sisters of Charity of St. Louis.³ From the first, boarders were received at the convent. When the school opened they were five in number but after the new convent was completed and the Private School, St. Theresa's Academy, was opened in 1914 the number rapidly increased. Twenty pupils made up the high school group in that first year.⁴

By 1920 St. Louis school Grades I-VIII had an enrollment of 165. St. Theresa's Academy was a private school. All Catholic high school pupils attended St. Theresa's and the Separate School Board paid the fees.

North Edmonton - North Edmonton Roman Catholic Separate School District

¹Annual Report of the Department of Education, Alberta, 1911, p. 18.

²Ibid.

³"Minutes of School Board Meeting", January, 1913.

⁴"Archives St. Theresa's Academy", Medicine Hat.

No. 19 was organized in 1911¹ and a school was erected on the present site of St. Francis School in the same year. The existence of this district as an independent unit was short, for in 1913 it was merged with St. Joachim's Separate School District No. 7.

Theresetta, Castor - A private school, Montfort Boarding School, was opened in Castor in 1913 for the Catholic education of the children of the town and surrounding territory. This school was conducted by the Sisters, Filles de la Sagesse, who were in charge of the local hospital and who had opened a school in Red Deer a few years earlier. There were but two pupils when the school opened but the number soon increased.²

Reverend Father Leconte aided by Mr. Tony Wiart and Mr. John Barnes organized the Catholic families of the district. In December 1917 Theresetta Roman Catholic Separate School District No. 23 was formed.³ In January 1918 the school as a publicly supported institution opened in a reconditioned Lutheran Church which had served as the Montfort Boarding School since 1913. Forty-nine pupils in Grades I-X comprised the initial enrollment.

Early in 1918 the old Merchant's Bank Building was purchased and was moved to the newly acquired site. The building was repaired and served as a second classroom when school reopened in September.⁴ In 1920 the enrollment in Theresetta school had increased to 128.

Grouard - In February 1914 the Grouard Roman Catholic Separate School

¹Ibid.

²"Chronicles of Our Lady of the Rosary Hospital", Castor.

³Ibid. 1917, p. 113

⁴"Minutes of the School Board Meeting", September 1918.

District No. 22 was organized.¹ It seems to have been a one-room school which never prospered. Although it was officially disorganized in August 1918, there is evidence that a school was in operation there during the following year at least. This may have been the Mission school which was eventually absorbed into St. Bernard's Indian Residential School.

St. Aubin, Chauvin - St. Aubin Roman Catholic Separate School District No. 24 was formed in 1919.² The school opened in September of that year in one of the rooms of the Rectory with 25 pupils in attendance in Grades I-VI and Grade IX.³

St. Theresa's, Drumheller - August 1920 saw the organization of yet another Separate School District, St. Theresa No. 25 in Drumheller. A site was purchased and a plan for a six-room school was drawn up. The Separate School assessment was, however, too small to meet the expenses. The whole project was given up and the district was dissolved in January 1921.

DEVELOPMENT OF CATHOLIC SCHOOLS

1905 - 1920

The period 1905 - 1920 was a time of steady development in the Catholic schools of the province. The security afforded by the passing of the Alberta Act 1905 together with the steadily increasing population had beneficial effects on these schools.

Calgary - Although no new school buildings were erected in Calgary until 1909, there was a steady increase in enrollment. Various means were devised to meet the new demands on limited accommodation. In January 1907

¹Annual Report of the Department of Education, Alberta, 1914, p. 157.

²Ibid. 1919, p. 127.

³"Minutes of the St. Aubin's School Board Meeting", September, 1919.

the basement of St. Mary's Hall, the present C. N. R. Station, was leased as a classroom for boys with Mr. Wm. Ryder as teacher.¹ In 1909 a classroom was opened in the basement of the East End Church. Miss Ethel MacDonald was the first teacher.²

The need for accommodation was so acute that the erection of a school could no longer be delayed. In April 1909 the contract to build St. Mary's School was let. It is of interest to note that it was the sale of debentures to raise funds for this enterprise that occasioned the difficulty which gave rise to the changing of the name of the district from Lacombe Roman Catholic Separate to Calgary Roman Catholic Separate.

Early in 1910 St. Mary's, an eight-room school, was formally opened. A year later it was already necessary to convert the assembly hall into classrooms. In 1911 two four-room schools were built, one in east, one in west Calgary. These were later known as St. Anne's and Sacred Heart Schools.³ Two classrooms were opened in each of these schools in January 1912. Before the close of the year still further accommodation was required; three rooms were rented from Sacred Heart Convent. In 1913 Bridgeland, a one room school, was opened in the north-east section of the city. In 1914 two more small schools were organized, one in Hillhurst and the second in the basement of St. Joseph's Church. In this way provision was made for the Catholic pupils in the north and north-west parts of the city.

During the next five years no new schools were opened. Those already functioning increased steadily in enrollment thus necessitating the opening of several new classrooms. Dr. McDonald, superintendent, reported at the annual ratepayers' meeting, November, 1917, "There has been an increase in attendance

¹"Minutes of C. S. S. Board Meeting", January, 1907.

²"Minutes of C. S. S. Board Meeting", August, 1909.

³For location of schools named in this and succeeding paragraphs of this sub-section see Figure 3, p. 81.

from 730 to 909 since 1914. Hillhurst which opened with five pupils now has 83".¹

The Catholic attitude toward coeducation has frequently been misunderstood and misrepresented. Pope Pius XI expressed the views of the Church as follows:

The Creator has ordained and disposed perfect union of the sexes only in matrimony, and, with varying degrees of contact, in the family and in society. Besides there is not in nature itself, which fashions the two quite different in organism, in temperament, in abilities, anything to suggest that there can be or ought to be promiscuity, and much less equality, in the training of the two sexes. These in keeping with the wonderful designs of the Creator, are destined to complement each other in the family and in society, precisely because of their differences, which therefore ought to be maintained and encouraged during their years of formation, with the necessary distinction and corresponding separation, according to age and circumstances. The principles with due regard to time and place, must, in accordance with Christian prudence, be applied to all schools, particularly, in the most delicate and decisive period of formation, that, namely, of adolescence.²

Mindful of the above principles, Catholic educators, whenever possible, have separate classes for boys and girls particularly at the high school level. Thus, when the enrollment in the Calgary Separate schools was sufficiently large the School Board organized a boys' school. In September 1918 four rooms were rented in St. Mary's rectory. Here under the capable direction of Reverend Father Cameron, St. Mary's College for boys in Grades VI-XII was opened. Up to this time St. Mary's Girls' School had been the only Catholic high school in the city.

Mount Royal district was being built up rapidly during this period. To provide Catholic education for the children in this part of the city Mount Royal School (now Holy Angels) was constructed in 1919; three rooms were opened in September.

The development of the Separate Schools in Calgary was not only in number of buildings and increase in pupils. Every aspect of education gives

¹"Minutes of Calgary Separate School Ratepayers' Meeting", November, 1917.

²Pope Pius op. cit., p. 23.

evidence of corresponding growth. In 1911 a truant officer, Mr. Barker, was appointed. Beginning in 1913 monthly meetings of the principals of the three schools were held. In March of the same year Mr. G. J. Connolly was appointed Superintendent and Secretary-Treasurer. A year later he was replaced by Dr. A. B. McDonald.

About this time the first mention of manual training and household science classes was made. It was not until 1920 with Miss N. Nolan as teacher that the domestic science classes were actually begun, and several years passed before the boys were given manual training.

Health services were given in the Separate Schools in 1915 with Miss Elone LeBlanc as school nurse. In August 1916 Miss Margaret Brown was appointed to this position. For many years Miss Brown gave capable and generous service to the citizens of Calgary.

Throughout the years 1912 - 1918 a cadet corps was in operation under Sergeant Armitage. Annual field meets were begun in the autumn of 1914. Other sports, too, were encouraged for in 1917 St. Mary's Hockey Club won the Inter-Scholastic Hockey League Championship.

At the close of the period under discussion the Calgary Separate Schools, with Mr. J. F. Kinahan as Superintendent and Secretary-Treasurer (Mr. Kinahan was appointed August 2, 1918), had an enrolment of 1498. These pupils were instructed in eight schools by 35 teachers. Among these teachers were members of the Society Sisters Faithful Companions of Jesus who taught in St. Mary's Girls' and Holy Angels Schools and Sisters of St. Joseph who were engaged in Sacred Heart and St. Anne's Schools. For a short time in the preceding years members of the Congregation Ursulines of Jesus and Filles de la Sagesse had taught in Sacred Heart and St. Anne's Schools.

Edmonton - Progress in the Edmonton Separate Schools was continuous in the period 1905 - 1920. Early in 1905 Mr. E. Tessier, later Reverend Father Tessier, was appointed Secretary. He did valuable work for the Edmonton Separate Schools throughout his tenure of office which lasted until 1918.

By the end of 1906 the 103rd Street School, later known as St. Mary's, was completed.¹ At first it accommodated only elementary pupils while the high school classes continued to be taught in the Faithful Companions Jesus Convent, 110th Street - 99th Avenue. The first unit of the present Sacred Heart School was built in 1908. In 1911 a four-room addition was made to this unit.

At this time discussions began regarding the amalgamation of the Separate School Districts within the boundaries of Edmonton and Strathcona. These negotiations were completed in 1913 when the three Separate School Districts in the city of Edmonton, St. Joachim's No. 7, St. Anthony's No. 12 and North Edmonton No. 19, amalgamated under the name of the Edmonton Roman Catholic Separate School District No. 7.

In 1906 the original frame building which had served as St. Anthony's School was replaced by a new building. In 1913 a four-room frame structure on the present site of Mount Carmel School was built. The same year a school was opened at Elm Park (Calder), and during the year temporary two-room schools were constructed in North Edmonton, Calder, and Gallagher Flats. A four-room addition to Sacred Heart was also constructed.

Mr. E. Tessier became Superintendent as well as Secretary-Treasurer in 1913. In 1914 Grandin, an eight-room school, was built. Elementary grades were removed from the 103rd Street School to make room for the increasing high school population.

A temporary class in rented quarters was opened in Fraser Flats in 1915.

¹For location of schools named in this sub-section see Figure 4, p. 84.

It did not, however, continue in operation for long. The frame school building at Calder was destroyed by fire early in 1916. Rented classrooms were used until a new building had been completed. Fairview school was built in 1917 while Gallagher Flats school was closed in 1918 owing to the decrease in population in the district.

Mr. Tessier resigned the office of superintendent in 1918 and was temporarily replaced by Mr. D. J. Gilmurray. The following year Mr. D. J. O'Dooley became Superintendent and Secretary-Treasurer. Construction of the Hempriggs (now St. Andrew's) School was completed in 1919. About this time a system of medical inspection for schools was organized. By arrangement with the Edmonton Public Board it was, for a time, carried out by the Medical Department of the Public Schools.

In 1920, 31 years after the Edmonton Separate School system had been inaugurated, eight schools were in operation. The total enrollment was 1,822 pupils.

St. Albert - When in 1905 Edmonton became the capital of the Province of Alberta, it would seem St. Albert accepted the status of a small town. Catholic education continued to be given to the pupils of the district and to those who took advantage of the boarding school. There was a gradual increase in enrollment. In 1909 it was necessary to build a four-room addition to provide accommodation for the 171 pupils. Between 1910 and 1920 there was little growth; in fact after that date a slight decline set in. St. Albert was always a bilingual school.

Macleod - During the early part of the century there was little growth in the Catholic population of Macleod. In fact in 1910 the enrollment of the Holy Cross School was the same as it had been when the school was opened in 1888, 20 pupils. Between 1910 and 1920 this number was doubled and for a time it seemed that Macleod had entered upon a period of prosperity. In 1919 a new

brick structure, which was intended to serve as a convent and school, was built. The convent was never opened but one room of the new building served as a very fine classroom for the forty pupils who were registered.

Lethbridge - In Lethbridge advance was slow but continuous. By 1910 the enrollment had increased to 302. To provide the necessary accommodation, two new classrooms were constructed bringing the total number of rooms in St. Aloysius School to nine.

The following years saw a great influx of Central European immigrants who established themselves in North Lethbridge where new coal mines were being opened. To provide educational facilities for the increasing numbers, St. Basil's, an eight-room school was constructed in North Lethbridge. Grades I-VIII were taught in this school while St. Aloysius School on the south side taught only Grades I-IV.

In 1920 the enrollment in the two Separate Schools was 507. The Sisters Faithful Companions of Jesus ably assisted by devoted lay teachers taught in both these schools. Music was regularly taught and the achievements in art and drama throughout this period were of a very high quality.

Morinville - Meanwhile Thibeault Roman Catholic Public School No. 35 was advancing steadily. By 1906 the first building was already too small and an additional wing had been built. In it a third classroom for English-speaking pupils was opened. From 1905 - 1907 lay teachers replaced the Sisters, for these latter, having been educated in France, were required to complete their teacher-training in Calgary.

In 1907 the boarding school was opened with approximately 20 boarders and about 20 others who remained only from Monday to Friday. Two years later, in spite of the recent addition, the school was too small.

A new building was erected and completed in 1909. Four classrooms, two in the convent and two in the former school functioned as a private school while a single classroom in the old school constituted Thibeault Roman Catholic Public School No. 35. The following year a second classroom was opened in this publicly supported school. Eighty pupils were registered.

Until 1912 the education given in both the private and public school was on the elementary level. Grade VIII was taught for the first time in these schools in the school year 1912 - 13. The following year instruction was given in Grade IX and in 1917 Grade XII examinations were first written by Morinville pupils.

In 1913 the Thibeault school, a fine brick structure, had replaced the old frame building and in 1917 another wing was added to Notre Dame Convent. In 1919 the two High Schools, Private and Public, which until then had functioned as separate units, were combined.

Wetaskiwin - Sacred Heart School in Wetaskiwin was still a one-room school in 1905 having an enrollment of 49 pupils in Standard I-V. In 1907 a second room was opened and by 1910 the enrollment had increased to 67. The Sisters of the Assumption came to teach in Sacred Heart School in 1910. At that time it was a bilingual school giving instruction in French. Between 1910 and 1920 there seems to have been a gradual shift in population; from a predominantly French group it became predominantly German. Consequently the teaching of French was discontinued and the Sisters of the Assumption, bilingual teachers, were replaced by the Sisters of St. Joseph. In 1920 the enrollment in the school was 77.

Smaller Schools - St. Francis Xavier Roman Catholic Public School District No. 7 was not in operation after 1885.¹ St. Thomas Duhamel Roman Catholic Public School District No. 26 became Duhamel Public School District No. 627 in 1901;² St. Agnes Roman Catholic Public School District No. 18 became Beauvais School District No. 18 in 1910.³ Gleichen Roman Catholic Separate School District No. 14 seems to have been closed before 1906, for it is not listed in the Annual Report of the Department of Education for 1906; the district was, however, officially disorganized only in 1952.⁴ The other smaller Roman Catholic Public rural and hamlet schools continued to function throughout this period, but there was no significant development nor noteworthy change in either enrollment or organization.

NEW SEPARATE SCHOOL DISTRICTS

1920 - 1936

This period of financial stress and hardship did not deter educational leaders from forming new school districts. In seven areas where the Catholic population was sufficiently great to justify the undertaking, Roman Catholic

¹Report of the Board of Education of the N.W.T., 1886-1887, p. 23.

²Order issued August 23, 1901, by the Chairman of the Council of Public Instruction. The order was made under Section 56 of the School Ordinance.

³By authority of a ministerial order of Mr. D. S. MacKenzie, Deputy Minister of Education dated February 24, 1910.

⁴Annual Report of the Department of Education, Alberta, 1952, p. 118.

Separate School Districts were formed. The first of these was in the northern part of the province.¹

Fort Vermilion - June 7, 1923, Fort Vermilion Roman Catholic Separate School District No. 26 was formed.² It opened as a one-room school with 41 pupils in Grades I - VII. Sister Lucy of Venice of the Sisters of Providence was the first teacher. For several years there was very little progress, but in 1935 it became necessary to open a second classroom. A new two-room school was built at that time.

St. Rita's, Rockyford - St. Rita's Separate School District No. 27 was officially organized May 5, 1926.³ In November of that year the school was opened with an initial enrollment of 45 pupils. Miss Justine Walsh taught Grades I - V; Miss Frances Walsh taught Grades VI - XI. This first school was a two-room frame construction building with full basement.

In 1929 the Ursuline Sisters of the Chatham Union opened St. Rita's Convent and boarding school. Two of the sisters taught in the school while a third gave private music lessons. There were 22 children from neighbouring districts in the boarding school.

Rockyford was much affected by the depression of the early thirties. In 1931, when the number of boarding pupils decreased to four, it was deemed

¹ See Figure 2, p. 75 for location of Separate School Districts organized during this period.

² Annual Report, Department of Education, Alberta, 1923, p. 122.

³ Ibid, 1926, p. 80.

MAP OF ALBERTA

Showing location of Separate School Districts

in 1936

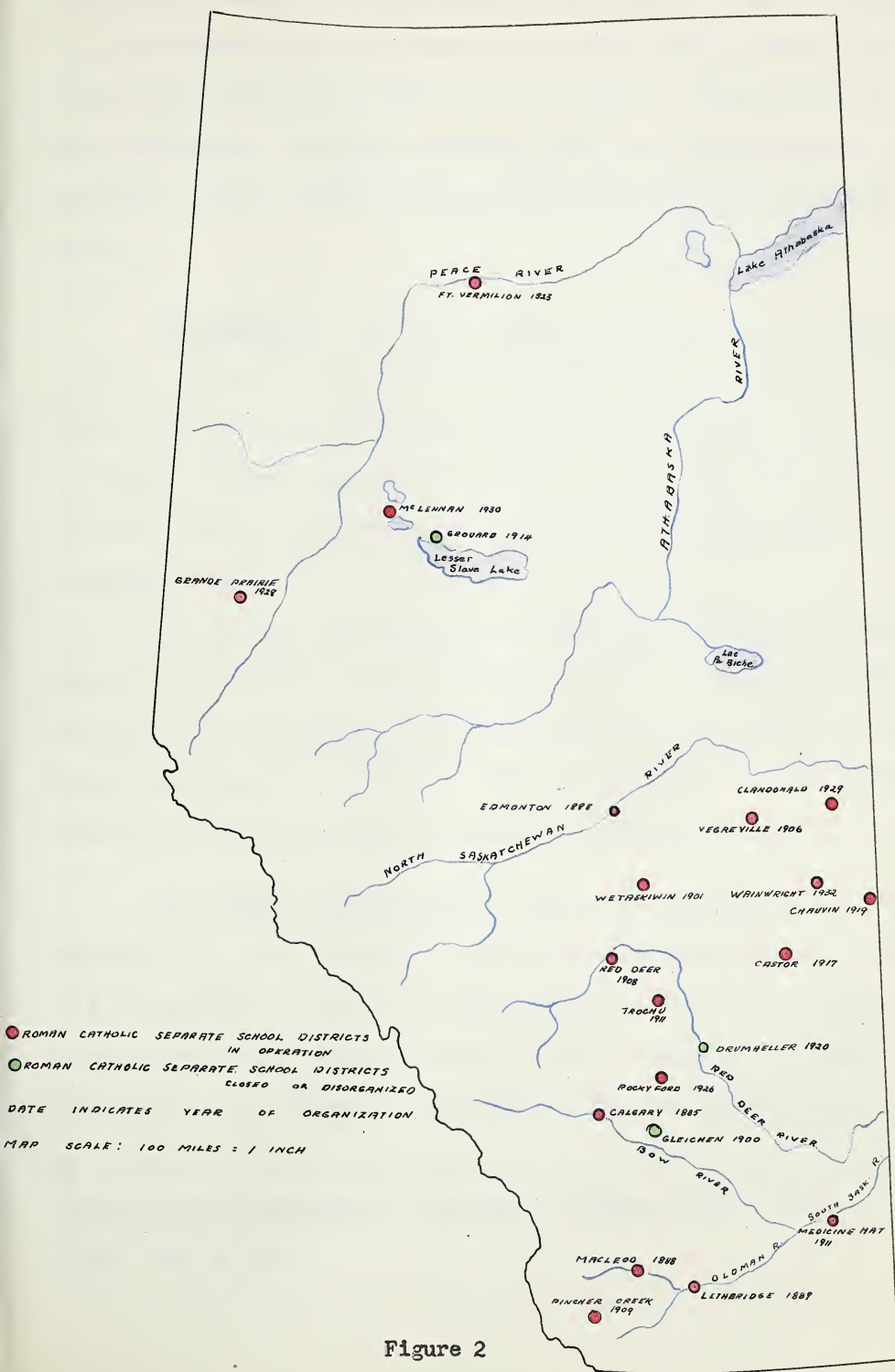


Figure 2

advisable to close the convent and boarding school, and to move to a smaller house in the village. Finances were so low that for a time it seemed as if St. Rita's Separate School would have to close, but the goodwill and sacrifice of the people enabled the School Board to manage. In April 1932 the convent was reopened and in September boarding pupils were again accepted. Grade X, consisting of four pupils, was taught for the first time during that school term.

Guy, McLennan - The public school in McLennan was destroyed by fire in 1929. During the unavoidable delay prior to the opening of the new public school, the Catholics of McLennan opened a private school. Miss Alice Boisjoli, a bilingual teacher, conducted the classes. There were only eight pupils in attendance during the first school year, but the following year the numbers increased to 27.

On July 21, 1930 this private school was officially recognized as Guy Roman Catholic Separate School District No. 30.¹ In September 1931 a fine two-room school was completed. Sister Jean Placide of the Sisters of Providence taught the 35 pupils in Grades I - VIII who attended. In 1932 there were 42 pupils and in the following year a second classroom was opened.

St. Joseph's Grande Prairie - With the opening up of the Peace River district in the early twenties Grande Prairie became a thriving town. Reverend J. A. Josse O.M.I. worked untiringly in the interests of the Catholic population of the district and on February 4, 1928 he succeeded in obtaining official recognition of St. Joseph's Roman Catholic Separate School District No. 28.²

¹Annual Report, Department of Education, Alberta, 1930, p. 113.

²Ibid, 1928, p. 91.

In September of that year Miss Ann McDonald conducted classes in the parish hall for the 40 pupils enrolled in Grades I - VIII.

The Sisters of the Holy Cross came to Grande Prairie to take charge of the newly constructed school and to offer private music lessons in September 1929. In 1930 - 31 the 45 pupils in Grades I - X were taught in two classrooms; in 1932 Grade XI, too, was taught. Two new classrooms were built in the summer of 1934; one of these rooms was opened in September as a high school room in which Grades X - XII were taught.

In that same year, 1934, the sisters opened a boarding school for girls of the neighbouring district. The accommodation was limited as a private home was used for this purpose, but nine pupils registered during that first term. By 1936 the school enrollment, including boarding pupils, had increased to 90.

Our Lady of Good Success, Clandonald - Clandonald was the district

chosen by a group of Scotch immigrants in the late twenties. Father Malcolm MacDonald was much interested in this settlement and helped these new Canadians to adjust themselves to their unfamiliar environment. In 1930, January 4, Our Lady of Good Success Roman Catholic Separate School District No. 29 was organized¹ to provide Catholic education for Catholic children of the district. On March 6 of the same year the name of the district was changed to Clandonald.² Archbishop O'Leary was responsible for the building of a convent while Father MacDonald directed the undertaking.

In September 1929 Benedictine Sisters came from the United States to take charge of the newly built convent. Classes opened in the convent with an enrollment of 28 elementary and 12 high school pupils. Sister Ruth and Mrs. Sherbeake were the first teachers.

¹Ibid., 1930, p. 113.

²Records of the Department of Education, Alberta

In 1932 the Sisters of St. Joseph of Peterborough took over the convent and opened a boarding school. They also gave private music lessons. Three rooms in the convent were still rented from the Sisters as the School Board was unable to build a school for a few years. The enrolment in the school increased gradually.

Throughout the history of Clandonald Separate School the cost of operating it has been a very heavy burden on the taxpayers of the district. The number of ratepayers has always been small and the district has never received a just portion of company and corporation taxes.¹

Wainwright - On September 9, 1931 five Sisters of Saint Joseph of Peterborough arrived in Wainwright. They had come west in response to the urgent appeal of Reverend Hugo Doyle for teaching sisters who would open a Catholic school in the town of Wainwright. An old house formerly used as a hospital situated at the north end of the town, served as the first convent. Within a month a more suitable home had been found, and a small bungalow on Fourth Avenue had been rented for a school.

On September 16 a private school supported only by private donations was opened with 35 pupils in Grade I - VIII in attendance. Reverend Mother Edwina was the teacher. All but the absolute necessities were lacking during those early days. Opposition too, was openly expressed, and it was necessary to take immediate steps towards having the Department of Education recognize the private school.

When in March 1932 a petition was sent to the Alberta Government requesting the establishment of a Separate School District in Wainwright, the opposition reached a climax. Both the Public School Board and the Town Council openly expressed disfavour in formal resolutions.² The necessary vote for the formation of the separate school district was taken on June 13, and on June 28, 1932

¹Statement of Mr. P. Convey, Secretary of Clandonald Separate School District, letter of January 4, 1954.

²Resolutions cited by Reverend J.C. McGrane in After Twenty Five Years (1909-1934), Chapter III, Pamphlet, Publisher not given.

Wainwright Roman Catholic Separate School District No. 31 was officially organized.¹

In September 1932 Grades I - XII were taught. The enrolment was 99, 31 of whom were high school pupils. A number of these students came from the surrounding districts as a boarding school had been opened in 1931. From the beginning music, piano and instrumental, and dancing lessons were given.

By 1933 the number of pupils had increased to 105. The building of a new and larger school was imperative, but the district lacked funds. A promise had been given at the time of the formation of the separate school district that the mill rate would not be higher than that of the public school and that promise had to be honored. The depression was at its peak; debentures were unsaleable; loans were impossible; the Public Utility Commission was opposed. When every avenue seemed closed an insurance company bought the debentures and the work of building began.²

In May 1934 the new school, one of the finest buildings in the town, was formally opened. It was of standard construction containing four classrooms, a library, a teacher's room, and a science room. The old church was moved to the site of the new school. After extensive remodelling it served as an auditorium. In the new surroundings the Wainwright Separate School continued to prosper. The opposition of the early years gave way to genuine appreciation of the contributions to education that the convent and Separate School were giving.

DEVELOPMENT OF EXISTING DISTRICTS

1920 - 1936

Calgary - Although six new classrooms were opened in different schools in 1920 and 1921, no buildings were erected by the Catholic Separate School Board until 1922. In 1921 the Catholic Separate School system was made up of eight schools. St. Mary's Girls' had an industrial arts unit and 10 classrooms

¹Annual Report, Department of Education, Alberta, 1932, p.93.

²J.C. McGrane op. cit., Chapter III

for pupils in Grades I - XII while St. Mary's Boys' operated five classrooms for Grades VII - XII. Sacred Heart, Bridgeland, and Holy Angels' were five-classroom schools. Sacred Heart and Bridgeland accommodated pupils in Grade I - VIII; Holy Angels' taught Grades I - V. St. Anne's was a four-room school; St. John's was a three-room and St. Joseph's a two-room school. Grades I - VIII were taught in each of these units.¹

In 1922 a four-room addition was made to St. Anne's School. In December 1923 the domestic science classes were discontinued, and the money formerly devoted to this was used to pay the fees for Catholic students attending the Commercial High School.² A sixth room was finished in Bridgeland school (known as St. Angela's since 1923), in 1926.

A fire in St. Mary's Girls' School made the building unfit for use from November 1926 to March 1927. Temporary accommodation had to be found. Grades I and II were taught in Holy Angels, Grades III - VIII in Sacred Heart, while the high school classes were held in Western Canada College which was kindly offered for that purpose by the Public School Board.

St. Mary's Boys' School, an eight room school, was built in 1927. The Diocesan clergy with Father Cameron as principal continued to teach in the school until 1933 when five Basilian Fathers from Toronto took over.

A music supervisor, Father Boltz, was hired in 1928. Splendid work was done throughout the schools under his direction. In 1931 a sub-normal class for under-privileged children of the Calgary Separate School District was instituted in Holy Angels School which had been enlarged in 1929 by the addition

¹See Figure 3, p. 81 for location of Separate Schools in Calgary.

²"Minutes of Separate School Board Meeting", 1924.

MAP OF THE CITY OF CALGARY

Showing location of Separate Schools in 1953

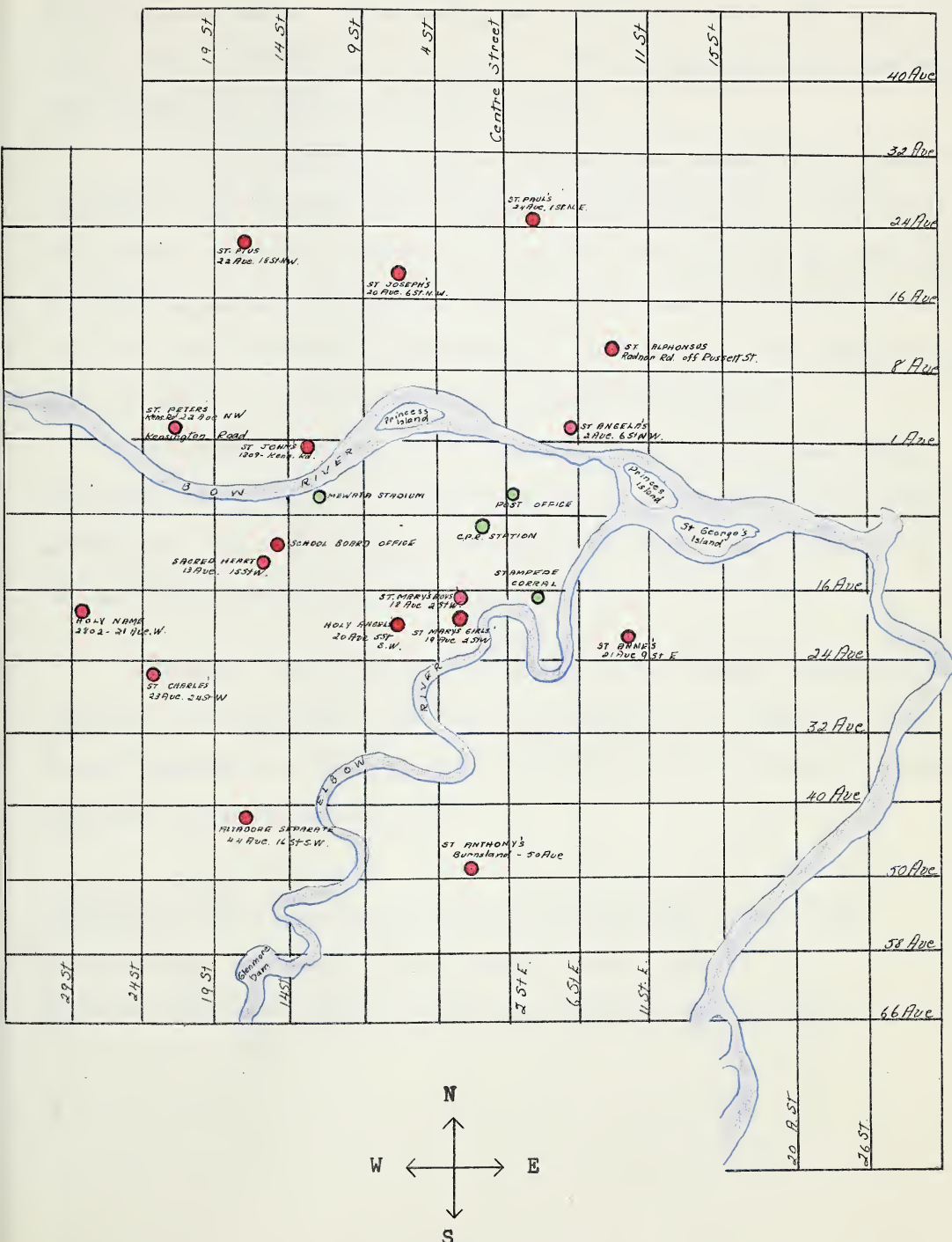


Figure 3

of two classrooms and an auditorium.

In 1934 a group Life Insurance Plan for all employees was begun by the Separate School Board. The following year, 1935, the school clinic was amalgamated with the City Health Department.¹ Both arrangements have proved very satisfactory and continue to the present time.

No further building projects nor significant changes were effected by the Calgary Separate School Board during the depression years. The monetary difficulties common to all parts of the province were not lacking in Calgary. The inability of the city council to make full payments to the School Board was the chief cause of financial indebtedness.² Various means were adopted to enable the schools to function under these reduced circumstances.

The operation of schools on a nine month basis in 1933 has already been mentioned in Section 2. Requisitions of the School Board on the city were severely cut. In 1933 although 46 teachers were employed as against 41 in 1927, the requisition was dropped to the 1927 level.³

Edmonton - The first important change in the Edmonton Separate School system in the period 1920 - 1936 was the inauguration of a Separate School Medical Department in 1922. Dr. J. H. Conroy was appointed medical inspector and Miss L. Levasseur school nurse.

¹"Minutes of the Calgary Separate School Board Meeting", May 1, 1935.

²"Annual Report of Calgary Separate School Board", 1934.

³"Minutes of Calgary Separate School Board Meeting", May 18, 1933.

In the following year 1923 another change was made. A Boys' High School, under the principalship of Rev. P. F. Hughes, was opened in classrooms in the 103rd Street School. The high school girls' classes operated as a separate unit with Sister L. Hickey as principal. The same year at North Edmonton a new school site was acquired, and a four-room brick school, St. Francis, was erected to replace the older frame structure. This enterprise marked the beginning of an extensive building programme which continued until the economic depression of 1930 halted further development.

During these years in the north-east section of the city St. Alphonsus School with an enrollment of 79 pupils in Grades I - VIII was opened.¹ It consisted of two portable frame schools which were moved to Grandin school site when a six-room school was built in the district in 1928. In 1938 a two-room addition completed the school.

St. Alphonsus was not the only new unit organized in 1924. A one-room school with 40 pupils in Grades I - VIII was opened in rented quarters in Dunvegan Yards, and two classrooms, purchased from the Public School Board, were placed in operation for the 46 Catholic school children in Fraser Flats. These latter rooms were later temporarily closed when the enrollment dropped. In September 1924 a Commercial High School Unit, known as St. Vincent's High School, was organized. It was placed under the principalship of Sister Frances de Chantal, of the Sisters of Halifax and had an annual enrollment of approximately 90 pupils. It was established in the rooms formerly occupied by the McTavish Business College, 9859 Jasper Avenue.

¹See Figure 4, p. 84 for location of Separate Schools in Edmonton.



Another event which has proved most auspicious for the Separate School System in Edmonton was the appointment of Mr. A. A. O'Brien as Superintendent and Secretary Treasurer in 1924. The year 1925 saw the construction of a six-room brick school, Mount Carmel, on 76th Avenue, South Edmonton, to replace the four-room frame school in operation there.

In 1928 St. Edmund's, a four-room brick school was built on 130th Avenue and 117th Street, Calder, to replace the frame structure in use, and O'Connell Institute, Forest Heights, a three-room frame and stucco school, was erected to accommodate the children of the orphanage and surrounding district. A one-room unit was opened in rented quarters on the Ross Flats, and in 1929 a one-classroom addition was built to St. Andrew's School.

About this time the enrollment in the high school was increasing rapidly. To provide the necessary accommodation, St. Joseph's High School for Boys was built on 109th Street and 108th Avenue in 1930. The boys' high school classes, 161 pupils, were removed to this new building in September. Reverend Father F. W. Daly, who since 1924 had been principal of the boys' high school unit on 103rd Street, became principal of the new school.

One-room schools were opened in rented quarters in the Bonnie Doon district in 1932, and in St. Mary's Home in 1934. The same year centres for instruction in home economics and general shop were begun in St. Mary's and St. Alphonsus schools respectively for pupils of Grade VIII and IX from all the Separate Schools. In 1934, too, Reverend G. L. Green was appointed supervisor of music and Sergeant C. W. Hawkes was named supervisor of physical education.¹

Although the Edmonton Separate School Board, like all School Boards in the province, experienced great financial difficulties during the depression years, the period 1920 - 1936 was one of marked progress. This was evident

¹Western Catholic, Separate School Supplement, June 14, 1939.

not only in the number of schools opened and the substantial increase in enrollment, but also in the improved facilities for commercial, music, home economics, shop and physical education courses. The keen interest evinced in the inter-school baseball, basketball and hockey games as well as in the annual track meet bear testimony to the splendid school spirit. The success in the musical festival and in art in the annual exhibition are proof of the high level of attainment achieved by the Edmonton Separate Schools in the fine arts.

MacLeod - The Macleod Separate School seems to have prospered during the early twenties for the attendance increased to 52 in 1926.¹ After that date there was a decline in enrolment. In 1936 it was 32.² The prosperity of the twenties was short lived; the financial strain of the depression years became acute. In fact, during the early thirties it was all but impossible to keep the school open.³

Lethbridge - The Lethbridge Separate School District began the period 1920 - 1936 with two schools, St. Aloysius and St. Basil's and a total enrolment of 507 pupils in Grades I to VIII.⁴ There was only a slight increase in the Catholic population of the city during these years; nevertheless an important development took place in the Catholic school system.

In September 1925 a high school unit was opened in St. Basil's. During that first year there were nine students registered in Grade IX. The following year instruction was given in Grade X units for 16 pupils.⁵ The accommodation in St. Basil's school was limited; it was, therefore, impossible to open Grade XI classes until a new school had been built.

¹Annual Report of Department of Education, Alberta, 1926, p. 68.

²Ibid. 1936, p. 85.

³Statement of Miss M. Perry, Secretary of Holy Cross Separate School District, Letter of June 28, 1953.

⁴Annual Report of Department of Education, Alberta, 1920, p. 150.

⁵St. Basils' School Registers, 1925.

St. Patrick's High School, a four-room brick building was completed late in 1927. On January 3, 1928 the school, staffed by two sisters Faithful Companions of Jesus and one lay teacher, was opened. There was an enrolment of 75 students in Grade VII to X. Grade XI, 15 pupils, was first taught in 1928 and Grade XII, 16 pupils, was added in 1931.¹

The years 1914 - 1935 were difficult years for the Lethbridge Separate Schools, The war and the depression greatly affected the incomes of the rate-payers. As work slackened in the mines, many were unable to pay their taxes. The Sisters Faithful Companions of Jesus were asked to work at a much reduced salary to make it possible for the School Board to carry on. St. Patrick's parish made up the deficit. Conditions improved when the Lethbridge Public School Board found it necessary to increase the mill rate, for then the rate for Separate School supporters automatically increased. The two rates have always been the same.

Wetaskiwin - Sacred Heart School, Wetaskiwin, experienced great difficulties during this period. The financial problems of the depression years were acute.² The district, however, continued to operate a two-room school in which instruction was given to pupils in Grades I to VIII. The enrolment between 1920 and 1930 was high, around 77, but during the next few years there was a decided drop. In 1933 it was only 42; by 1926 it had increased to 54.³

The only significant change in the organization of the school was that it ceased to be a bilingual school when the Sisters of St. Joseph replaced the Sisters of the Assumption as the teachers in September 1929.⁴

¹St. Patrick's School Registers, 1928 - 1931.

²Statement of Reverend J. R. MacDonald, Pastor of Sacred Heart Parish, Letter of March 31, 1954.

³Annual Reports of Department of Education, Alberta, 1920 - 1936.

⁴"Annals of Sisters of the Assumption", 1929.

Vegreville - Although the town of Vegreville grew steadily, the Roman Catholic population did not change much during the years 1920 - 1936. St. Martin's Separate School continued to function as a six-room school offering instruction in Grades I - XII. The enrolment during the period varied from 174 in 1920 to 120 in 1936.¹ The cause of this fluctuation was principally the decrease in the number of boarding pupils at the convent.² Financial difficulties of the depression years made it impossible for many parents to send their children to boarding school.

Red Deer - The enrolment in the Red Deer Separate School in 1920 was 149.³ In 1922 a building which had served the Fathers of Tinchelbray as an Apostolic School was acquired. This provided three additional classrooms and a dormitory for small boys. Grades I to XII were taught in the seven classrooms which comprised the school.

Since many of the pupils who attended the Red Deer Separate School were children from the surrounding districts who boarded at St. Joseph's Convent, the depression greatly affected the enrolment of the school. In 1932 only 59 pupils were registered;⁴ after that date there was a steady increase. In 1936 the enrolment was 108.⁵

Pincher Creek - In 1920 St. Michael's School was operating three rooms, one of which was in the convent, for pupils in Grades I to VIII. The disadvantages of using a rented room and the need for more accommodation resulted in a two-room addition with central heating system being built in 1922.⁶

¹Annual Report of Department of Education, Alberta, 1920 - 1936.

²Statement of the Principal of St. Martin's School.

³Annual Report of Department of Education, Alberta, 1920, p. 150.

⁴Ibid; 1932, p. 81.

⁵Ibid; 1936, p. 85.

⁶"Minutes of St. Michael's S.S.B. Meeting", May 1922.

In 1923 Grade IX was again taught in the Pincher Creek Separate School; in 1924 Grade X was added, but there were still only three rooms in operation. In 1925 the fourth classroom was opened for Grades IX, X and XI. The regular high school teacher was assisted by two part time teachers.¹ Complete high school courses, IX to XII, were offered the following year.

Financial troubles became more and more acute from 1926 to 1936. The fact that the Separate School District did not collect their share of company and corporation taxes added much to an already difficult situation.² St. Michael's parish assisted in various ways; funds raised at bazaars and dances were donated to the school. The pastor, Reverend Father Pilon, did much for the school by his efficient leadership and organization.

Despite the hardships of depression years another two-room addition was made to St. Michael's School in 1931; one room was completed, the second was not.³ It became increasingly difficult for the School Board to collect the taxes during the next few years; consequently a 20% reduction in salaries was effective in 1933.⁴ Further reductions were made in 1934 and 1935, but in 1936 salaries were increased.

The enrolment of the school naturally decreased during the depression years for relatively few parents could afford to send their children to boarding school. The average enrolment between 1924 and 1936 was 132.⁵

Pontmain, Trochu - During the early part of the period 1920 - 1936 Pontmain was a prosperous three-room village school offering instruction in

¹Ibid; January, 1926.

²Ibid; January, 1927.

³Ibid; June, 1931.

⁴Ibid; February, 1933.

⁵Annual Reports of Department of Education, Alberta, 1924 - 1936.

Grades I - XII. The depression and successive crop failures affected this centre much; there was a decided drop in the enrolment of the school as farms were sold and families moved to more promising areas or sought employment in the city. In 1933 one of the three classrooms was closed. By 1936 the enrolment had decreased to 35.¹

Medicine Hat - In treating of the Medicine Hat Separate School system it must be remembered that during this period 1920 - 1936, in fact until 1947, St. Theresa's Academy, a private school for pupils in Grades I to XII, was the only Catholic School which taught high school. Fees were paid by the Separate School Board for resident high school pupils and by the parents for elementary grade pupils and non-resident high school students, for all pupils who attended the Academy. Between 1920 and 1930 the number of boarding pupils in St. Theresa's Academy varied between 100 and 125.²

St. Louis' School for pupils in Grades I to VIII was the only school operated by the St. Louis Separate School Board. The enrolment in this school increased to 203 in 1926³ then declined steadily until in 1936 it was only 97.⁴ No new buildings were erected during this period.

Throughout these years there was an agreement with the city council whereby the mill rate on separate and public school assessment was equal and each School Board made a requisition on the city for the funds it required over and above the government grants.⁵ The arrangement proved satisfactory to all concerned as long as St. Theresa's functioned as a private school and therefore, was not supported by public funds. No change was made until after 1947.

¹Ibid; 1936, p. 85.

²Statement of the Principal of St. Theresa's Academy.

³Annual Report of Department of Education, Alberta, 1926, p. 68.

⁴Ibid; 1936, p. 85.

⁵Statement of Mr. M. Gray, Secretary St. Louis Separate School Board, Letter of January 24, 1954.

Castor - Theresetta Separate School had an enrolment of 128 pupils in Grades I to X in 1920. In 1921 it was decided by the Separate School Board that since the high school students, Grades IX and X, were pupils from outside the district, high school subjects would no longer be taught.¹ As a result of this change the attendance for the next school year dropped to 84.²

In 1924 Grade IX was again taught.³ Grade X was added in 1926, Grade XI in 1929 and Grade XII in 1931.⁴ In 1929 a two-story wing was added to the convent to provide necessary accommodation for the increasing numbers of pupils. The increase in enrolment was, however, only temporary, for after 1930 the attendance declined until 1936 when it was only 63.⁵

The Separate School in Castor is deeply indebted to Reverend Father Leconte who acted as Secretary-Treasurer of the school district from its formation in 1918 until June 25, 1925. But for his encouragement and leadership it is doubtful whether the citizens of Castor would have formed a separate school district.

Reverend J. J. O'Halloran, pastor of Our Lady of Grace Church and Missions since 1926, has always given the Catholic education of the children of his parish an important place. From 1931 to 1941 he taught the Grade XII mathematics course. Thanks to his efficient guidance and his work as Secretary-Treasurer, Theresetta School has never had any serious difficulties.

Undoubtedly in a large measure the success of this little school depended on the Sisters, Filles de La Sagesse, and in particular on Mother Lucia de St. Joseph. Until 1949 the sisters provided a playroom and all but one of the classrooms. The teachers, too, with one exception were members of this congregation.

¹"Minutes of Theresetta Separate School Board Meeting", June 20, 1921.

²Annual Report of Department of Education, Alberta, 1923, p. 107.

³"Minutes of Theresetta Separate School Board Meeting", July 30, 1924.

⁴Ibid. June 17, 1931.

⁵Annual Report of Department of Education, Alberta, 1936, p. 85.

St. Aubin's, Chauvin - The years 1920 - 1933 were very difficult years for St. Aubin's Separate School. The district had no permanent nor satisfactory classroom; the financial standing became increasingly insecure; the problems of obtaining a satisfactory teacher were ever present. In January 1932 there was question of closing the school because of financial difficulties. However, the School Board managed to keep on, and in September of that year the sacristy of the church, a large room, was used as a classroom. The arrangement proved satisfactory.

In September 1933 a more prosperous era began, for the Sisters of the Holy Cross from Montreal opened a convent in Chauvin, and one of the Sisters, Sister Mary of Saint-Medard taught in St. Aubin's School. There were 23 pupils registered that year;¹ in the following years the numbers increased steadily. Piano and violin lessons were given at the convent while special French lessons were given in the school by a second teacher, since St. Aubin's was a bilingual school.

St. Albert - In 1920 St. Albert had accommodation for about 200 pupils, although the actual enrolment was 178. Until 1927 the numbers decreased gradually, but after that date, contrary to the general trend in the Separate Schools of the province there was a gradual increase. The enrolment changed from 150 in 1927 to 200 in 1933.² Grades I to XII were taught.

Morinville - The remarkable growth in the population of the Morinville district between 1910 and 1920 necessitated the building of another wing to Notre Dame Convent in 1920. The enrolment in the school had more than doubled

¹Register of St. Aubin's Separate School for 1933 - 34.

²Annual Reports of Department of Education, Alberta, 1927 - 1933.

during those years.¹ The numbers gradually decreased from 178 in 1920 to 127 in 1925, but from 1929 to 1936 the enrolment remained about 200.² No significant change was made either in organization or courses offered in the Thibeault School between 1920 and 1936.

The monetary problems which beset the Separate Schools during this period have no parallel in this district as Thibeault is a Public School District. Difficulties there were, but only such as all Alberta schools experienced during the depression years.

Smaller Schools - The smaller Roman Catholic Public Schools; St. Leon No. 4; Cunningham No. 5; Bellerose No. 6; Lac Ste. Anne, No. 29; Glengarry, No. 41; Granger, No. 42; Vegreville, No. 44; Rose Ridge, No. 45; Boulais (Volmer), No. 47; and Chorest, No. 51 continued to function during the years 1920 - 1936. On January 8, 1932, Creuzot, No. 34 was disorganized.³

¹Ibid. 1910, 1920, pp. 31, 120.

²Ibid. 1920 - 1936.

³Ibid. 1932, p. 93. See Figure 1, p. 23 for location of these schools.

CHAPTER III

THE LARGER UNIT OF ADMINISTRATION

1936 - 1953

HISTORICAL AND CONSTITUTIONAL BACKGROUND

In 1936 in Alberta eleven large units, or School Divisions as they are called, were formed by amalgamating, in each case, sixty to eighty small rural districts to form a large administrative unit under the jurisdiction of one elected Divisional Board.

The first eleven school divisions, which comprised a total of 745 local districts commenced to function on January 1, 1937. Since that time, 47 more divisions have been formed bringing the total to 58 divisions which include 3,990 local districts. There remained, in 1952, only 179 school districts in the province which had not been incorporated in school divisions; this number included the seven cities and 38 larger towns of the province.

This situation was far different from that which existed seventeen years ago when Alberta commenced her program of reorganizing her system of rural school administration. The change was not effected without a struggle, for it was necessary first to convince the public of the weakness of the existing system and of the possibilities of improvement and then to provide legislation which would make the new system feasible. The story has been ably told by Dr. J. C. Jonason in a thesis on, "The Large Unit of Administration". An abstract of this study is printed in "Canadian Education" Vol. VII, No. 2, page 51.

The principal features of the legislation may be summed up as follows:

1. The control of the affairs of a division is placed in a Board of Trustees. It consists of three or five members, elected on a rotating basis, for a period of three years. Each member of the board represents a subdivision within the division.

2. When first organized, each school division is composed of a union of rural districts only, but the Act does make provision whereby towns and villages may become parts of a school division.

3. Each divisional board has the responsibility of:

- (a) Providing, equipping and maintaining all buildings which it may deem necessary such as schools, offices, teachers' residences, etc.
- (b) Engaging competent teachers or other employees.
- (c) Preparing and adopting a salary schedule for teachers subject to collective bargaining with duly appointed representatives of the teachers.
- (d) Preparing an annual budget and requisitioning the municipal authorities for such portion of the revenue as must come from taxation.
- (e) Providing at its discretion necessary medical, dental and nursing services.

4. The Superintendent of schools for each division, who is appointed and paid by the Department of Education, serves in a consultative capacity to the divisional boards and carries out executive functions delegated to him by the board. These Superintendents perform the administrative duties for the Department of Education which were previously performed by the Inspector of Schools.

5. The board of each district has the right to continue to function as before except that the control of finances and of the teacher is now in the

hands of the divisional board. The purpose of the local board is to keep the divisional board informed with respect to the requirements and conditions of the local districts; for example, it is the right of this body to request that religious instruction be provided for the pupils of the district.

Seventeen years of experience in operating large units have made it necessary to amend certain parts of the original legislation which authorized their establishment, but there have been no major amendments involving changes in any of their basic principles upon which the first legislative provisions were drafted. The provisions made to protect the interests of minority groups are of special interest in this study.

THE LARGE UNIT OF ADMINISTRATION AND MINORITY RIGHTS

When the Fathers of Confederation gathered at Quebec in 1864, to discuss the terms of federal union, one of the most difficult problems they had to deal with was "minority" school rights. The Fathers were agreed that jurisdiction should be granted to the provinces. The Protestant minority in Quebec, however, immediately became alarmed for they feared the loss of their dissentient schools. They found an able champion in A.T. Galt who made minority school rights a "sine quanon" of the proposed constitution. Sir Charles Tupper, one of the Fathers of Confederation, speaking in the Federal House, 1896, made the following statement:

I say with knowledge but that for the consent to the proposal of Mr. Galt, who represented especially the Protestants of the province of Quebec, and but for the assent of that conference to the proposal of Mr. Galt, that in the Confederation Act should be embodied a clause which would protect the right of minorities, whether Catholic or Protestant, in this country, there would have been no Confederation ... It is significant that but for the clause protecting minorities, the measure of Confederation would not have been accomplished.¹

¹G.M. Weir, op. cit., p. 27.

It was, therefore, at the instance of the Protestant minority in the province of Quebec that Section 93 was written into the British North America Act. This section reads in part as follows:

In and for each province, the Legislature may exclusively make laws in relation to education, subject and according to the following provisions:

Nothing in any such law shall prejudicially affect any Right or Privilege with respect to denominational schools which any class of persons have by law in the province at the Union.¹

Dr. Weir, author of the book The Separate School Question in Canada, after careful study of the constitutional and legal aspects of the problem of minority school rights, makes it clear that, "according to the weight of competent authority"² minority school rights in Canada cannot be questioned. Therefore, when in 1936, the Large Unit of Administration was inaugurated in Alberta, the legislators sought to protect denominational rights by the enactment of a section of the School Act relating to Roman Catholic or Protestant school districts that found themselves included in school divisions in which such districts were in the minority. The Act empowered a district in a division to demand the appointment to their district school of a teacher of the religious faith of the majority of the ratepayers in the district. But, it overlooked the fact that in many divisions, Catholic public schools in areas entirely, or almost entirely Catholic, would be closed and the children who attended these schools would be vanned to other centres where they would no longer be educated by a Catholic teacher, and among students of their own religious faith.

The full significance of the result of such a situation is better realized when the meaning of Catholic education is called to mind. According to T. Corcoran, S.J.:

Catholic education is the organized development and equipment of all the powers of a human being, moral, intellectual, and physical, by and for

¹Ibid, p. 22.

²Ibid, p. 3.

their individual and social uses directed towards the union of these activities with their Creator as their final end.¹

Pope Pius XI says on this subject:

In order to obtain perfect education, it is of the utmost importance to see that all those conditions which surround the child during the period of his formation, in other words that the combination of circumstances which we call environment correspond exactly to the end proposed.²

Nor was this the only outcome of the division organization which militated against minority rights. As the large school centres were built Catholic assessment was being more and more committed to neutral public school support. Should this action continue over a period of time it would be practically impossible for minority schools to function.

The leaders of Catholic education in the province, concerned about the trends in school administration and the possible effects of the pending new legislation on Catholic school and educational rights, organized the "Alberta Catholic Education Association" in 1947. The aims and objects of the A.C.E.A. as set forth in the Constitutions of this society are:

- (1) To promote all phases of Christian education;
- (2) To study educational problems in the light of Christian philosophy;
- (3) To strive towards the spiritual improvement of its members;
- (4) To promote understanding among educators, parents, and students.

In the interests of Catholic education and with particular reference to the above mentioned situation the A.C.E.A. was to function as a fact-finding body; it being understood that if the new school law was to infringe on Catholic rights, representation would be made to the provincial authority. At the time the A.C.E.A. was formed there seemed reason to fear that minority rights would be endangered for Catholic schools were being closed despite the wishes and protests of the ratepayers.³

¹T. Corcoran, S.J., cited by W.J. McGucken, S.J., op. cit., p. 7.

²Pope Pius XI, op. cit., p. 23.

³Schools in Provost and Killam Divisions are cases in point.

Representations were made to the Premier and the Minister of Education a number of times with the result that when the 1952 School Act was passed, it contained all the provisions regarding minority rights, which had been included in the Alberta Act of 1905.

Regarding the establishment of Separate School Districts Section 9 states:

(1) The minority of electors in any district, whether Protestant or Roman Catholic, may establish a separate school therein; and in such case the electors establishing a Protestant or Roman Catholic separate school shall be liable only to assessments in respect thereof and any person who is legally assessed or assessable for a public school in the district shall be liable to assessment for any separate school therein.

(15) None of the provisions of this Act relating to school divisions shall effect any right to establish a separate school district conferred by this Part upon a minority of electors in a district, whether Protestant or Roman Catholic.

Regarding the formation of Consolidated School Districts the following law exists:

22. (1) The boards of two or more non-divisional districts not less than thirty nor more than eighty square miles in area, may apply to the Minister for the formation of the districts into a consolidated school district.

Provision is also made for exclusion from the division:

42. (2) If the board of any Roman Catholic school district or Protestant school district forwards to the Minister a certified copy of a resolution passed by the board requesting the exclusion of their school district from the division on account of dissatisfaction of the board with facilities for religious instruction, together with certified copies of resolutions passed by the boards of at least two other districts in the same division, supporting the first mentioned resolution, the Minister, by order shall —

(a) direct the taking of a vote of the electors in that district as to whether or not the district is to be excluded from the division; and

(b) fix a date within sixty days of the receipt by him of such certified copies for the taking of the vote.

(4) If the vote shows a majority in favour of the exclusion of the district from the division, the Minister, as soon as possible, shall proceed to make an order for the exclusion of the district from the division to take effect not later than the thirty-first day of December following the taking of the vote.

(7) The district shall not be again included in a division unless a vote has been in the district at which the inclusion is approved by a majority of

the electors voting thereon, and the procedure for the inclusion shall be the same, in so far as possible, as that provided for the exclusion of the district.

The following Sections relate to religious instruction:

388.(1) No religious instruction shall be permitted in a school from the opening of the school until one-half hour previous to its closing in the afternoon, after which time any such instruction permitted or required by resolution of the board may be given.

(2) Notwithstanding subsection (c), in a high school providing departmentalized instruction religious instruction may be given to each class for a period not exceeding one-half hour per day, at such time or times as may be approved by the board and the inspector of high schools.

389.(1) In a divisional district the powers vested in the board under sections 387 and 388 shall be exercised by the board of the district and not by the board of the division.

(2) If the board of a divisional district that passes a resolution under section 388 providing for religious instruction nominates a teacher and transmits the nomination to the board of the division not later than the first day of August, the board of the division shall appoint the teacher nominated by the board of the district if that teacher enters into a contract.

Seventeen years experience has shown that, while by law, no change has been made in minority rights the framework within which these laws function has been so modified that in actual practice the position of Catholic schools in Alberta differs much from that which existed before 1936. The Large Unit of Administration has affected Roman Catholic Separate and Public schools in Alberta in different ways in different parts of the province.

In those districts in which the majority of ratepayers are Roman Catholic, the closing of small schools and vanning in of pupils to the divisional centre has resulted in a great number of students, who formerly received a half hour of religious instruction in the small school, or who received none, being given the advantage of a Catholic education. St. Albert is a splendid example of the beneficial results of the unit of administration from this point of view. Other schools which illustrate this same advantage are: Thibeault at Morinville and Fort Saskatchewan. It should be noted that these centres show the desirable results of the divisional organization for the majority which in the above mentioned cases is Roman Catholic. The Protestant minority, no doubt, consider the situation in a different light.

In areas in which Roman Catholics are a decided minority the larger unit has proved beneficial from the point of view of Catholic education. For example, in the Foremost, Taber, Lethbridge and Acadia Valley Divisions, arrangements have been made for the giving of religious instruction according to School Law, to Catholics who attend these schools. Formerly these students would have been in so many different schools that this would have been impossible.

Divisional organization has affected Separate School Districts in quite another way. These schools may still function; they are, in fact recognized as an integral part of the provincial school system. Excepting in the larger cities, however, the number of parents who may send their children to separate schools without bearing a double burden of cost, is very limited. This is due to the fact that the right of a Separate School to collect taxes is limited to the individual school district as originally formed. There is no provision made for transfer of assessment within a school division to the Public or Separate school according to the religious faith of the property owner. Separate schools are obliged to charge a fee in order to be able to give instruction to the pupils of the division who choose to attend these Catholic schools. The parents of these pupils must, therefore, pay taxes to the Divisional school and fees to the Separate school if they wish their children to have a Catholic education.

In some cases, Pincher Creek for example, the Divisional Board pays the fees to St. Michael's Separate school for all Catholic children of the division. Vegreville School Division, too, has a special arrangement. In these areas while these agreements last, the Roman Catholic minority group has a far greater opportunity for religious instruction under the new system than they had formerly. The arrangement, however, is at best temporary, for it depends on local agreement, not on a legal basis.

While the separate school district is considered the unit for the purposes of tax collection, the entire division, or in the case of city and town schools,

the public school district, is considered the unit when it is a question of paying the equalization grant. Section 5 of the Grant Regulations, effective April 1, 1953 states:

Where a separate school district has been established within a public school district the separate school district shall be deemed to be a part of the public school district, or of the school division of which the public school district may be a part, for the purposes of the determination of the grant payable under Section 4 hereof; (regulations regarding equalization grant) and such grant shall be apportioned between the separate school district and the public school district or the school division, as the case may be, in proportion to the number of rooms of each as determined under the provisions of paragraph (h) of the said Section 4.¹

This regulation results in further disadvantages for Separate Schools. These will be treated at greater length in the following Section "Maintenance of Catholic Schools".

The problems of the new administrative set-up, in so far as they affect Catholic school rights, are receiving the constant attention of the Alberta Catholic Education Association. With the disappearance of the old "district" unit minority rights are in actual practice disappearing. If the new unit is the "division", it would seem logical and right that following the spirit and not the letter of the British North America Act, minorities within those larger divisions should have the same rights as they had before as minorities in the smaller unit, the district.

It has been suggested that Catholics accept as a compromise the right to set up groups of Catholic districts in the nature of the present consolidated school area. Picardville, Fort McMurray and Manning are such centres. This arrangement is not entirely satisfactory; in many regions it is not practicable.

Members of the Alberta Catholic Education Association, after careful study of what has transpired in Alberta relative to education following the new organizational set-up, prepared the "Equality" plan which asks for minority rights

¹Grant Regulations Effective April 1, 1953, Government of the Province of Alberta

on the divisional level. Briefly the plan is as follows:

1. The formation of Separate School divisions wherever possible, the boundaries of such divisions to coincide with the boundaries of the corresponding public school divisions.
2. The Separate School divisional set-up to be similar in all respects to the public school divisional set-up: order by Minister creating divisions, three or five sub-divisions, vote by Catholic or Protestant ratepayers, same rights of boards — all as set forth in Section 205 of the School Act of Alberta.
3. All minority assessment within divisions formed into Separate School divisions to be made available for support of Separate Schools.¹

Pending the realization of the "Equality" plan Catholic educators are of the opinion that in the interest of minority groups and in the spirit of the B.N.A. Act the following remedial school legislation could profitably be considered:

1. That in no case, shall the Protestant or Catholic majority in a local district be compelled to send their children to a central school situated in an area where the majority of the ratepayers is not of the religious faith of the majority of the local districts.
2. That whenever a centralized school is organized in a division or a subdivision, the Catholic or Protestant minority may organize a centralized separate school within that division or subdivision.
3. That whenever a centralized High School is organized in a division, and the Protestant or Catholic minority has no High School, the Protestant or Catholic pupils in the minority group of that area may go to a Protestant or Catholic High School outside of that area, and if none exists in the division, those pupils may go outside the division and the divisional board shall pay the tuition fees and the transportation of those pupils.²

One of the most common arguments advanced against the granting of equality to minority groups seems to be that Catholic schools are divisive and in the building up of communities or nations, anything which tends to any kind of division should be avoided. While Catholics do not agree that Separate Schools are much of a divisive force or influence they do understand the reason for the point of view. They regret as much as others any divisive elements within the

¹Alberta Catholic Education Association Bulletin, March 2, 1948, p. 2.

²Ibid, p. 2.

community or nation, but insist that even if a certain division results because of the existence of schools for minority groups, they are logical and right in demanding them. In doing so they are only exercising one of the rights recently recognized as inherent to all mankind.

The Charter of Human Rights adopted on December 10, 1945 by the General Assembly of the United Nations states:

Article 26.

1. Everyone has the right to education. Education shall be free, at least in the elementary stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available, and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. --
3. Parents have a prior right to choose the kind of education that shall be given to their children.

MAINTENANCE OF CATHOLIC SCHOOLS

The period 1936 - 1953 is characterized by several important changes in the provincial policies regarding maintenance of schools and of Separate Schools in particular. The schools of the province continued to be financed by local taxation and government grants, but alterations occurred in the laws controlling the collection of these funds.

Taxation

Before 1936 funds raised by local taxation on private property were fairly distributed to Public and Separate Schools where these existed, according to the religious affiliation of the property owner who paid the tax. Excepting in the larger cities this is no longer the case.

The unit in the province for taxation on privately owned property is now the division. For minority groups it is still maintained to be the district.

This inconsistency is the source of injustice. The small schools in the division have been closed; the children are vanned in to the central school. Catholics who live outside the Separate School District who wish their children to attend the Separate School rather than the Divisional School, are obliged to pay fees to the Separate School while their taxes support the Divisional School. In some Divisions the Divisional Board pays the fees, but the fact that the arrangement depends on local agreement rather than on a legal basis makes it only a tentative solution. This situation is likely to continue until the law recognizes the formation of Separate School Divisions within which all minority assessment will be made available for support of Separate Schools.

While the allocation of taxes on privately owned property has been less satisfactory to Separate Schools, the basis of payment of company, corporation and cooperative taxes has been greatly improved.

It will be recalled that the law provided for distribution of company taxes on the basis of the religious beliefs of the shareholders. In 1936 a further amendment in the wording of Subsection 5 was effected. Chapter 86 - an Act to Amend the School Assessment Act of 1931 reads as follows:

The said Act is further amended as to Section 50 thereof by striking out the words "any company failing to give a notice" where the same occur in subsection 5 thereof, and by substituting therefor the words "any company not giving the notice".

Thus amended this became Section 32 of The School Taxation Act of 1940. An examination of how this law worked out in practice in the Separate Schools in Edmonton will illustrate the trends throughout the province.

A number of companies from earlier years assigned voluntarily a portion of their assessment to the Separate Schools. As the Separate School enrolment was for a number of years approximately one-seventh of the total school enrolment in the City that fraction was used by a good many companies in making their division. At the same time as these companies were making a voluntary division

of their taxes a certain number of other larger companies and corporations refused to give any of their taxes to the Separate Schools on the grounds that they could not legally do so in view of the fact that they could not easily find out the religious beliefs of their shareholders.

Eaton's, the Canadian Pacific and Canadian National Railways, the Hudson's Bay, Woodward's and numerous others including most of the Banks paid no taxes to the Edmonton Separate School District. When it is considered that upwards of 20% of the population of Edmonton is Catholic and, therefore, the Railways are dependent to that extent on Catholic support, and similarly most corporations are dependent for their business success on the citizens of Edmonton who are about one-fifth Catholic, the injustice becomes evident.

It was not the intention of the legislation of the Alberta School Act that this should be the situation, but the wording of the School Taxation Act prior to 1952 was such that the Separate School Board could not force a company to make a division of taxes if it did not voluntarily do so. The Act evidently intended that companies could be compelled, under certain circumstances, to divide their taxes but the compulsory features of the Act could not be enforced unless the sections were amended and a more workable wording were substituted.

Consequently, the various Separate School Boards and Church Authorities, through the years, made repeated efforts to get the Legislature to change this section of the Act. In 1952 amendments were passed. Sections 289-295 of the School Act of 1952 provide for the distribution of corporation taxes. While the amendments have substantially the same intent as the original statute of 1901 Cap.30 and 1910 Cap. 6, they are apparently designed for greater clarity and concision, to remove ambiguities in wording, to adapt the legislation to the divisional set-up, and to extend its provisions to cover the assessment of cooperatives.

The School Act 1952 Chapter 80, "An Act Respecting Schools," states:

288. (1) In a public school district in which a separate school district has been established a company, by giving notice, may require a percentage of the property in respect of which it is assessable, to be entered and assessed for separate school purposes.

(2) The notice shall, —

- (a) designate the percentage of the property of the company in the district assessable for separate school purposes, which shall bear the same ratio to the total assessed value of the property of the company in that district as the value of the shares of the company held by Protestants or Roman Catholics, as the case may be, bears to the total value of all the shares of the company;
- (b) state that the percentage designated therein has been approved by resolution of the company or of the board of directors of the company.

(3) A co-operative association shall be deemed to be a company for the purposes of sections 288 to 295 inclusive, except that the notice, if any, given by a co-operative association under section (2) designating the percentage of the property of the association assessable for separate school purposes shall designate a percentage which shall bear the same ratio to the total assessed value of the property of the association in that district as the number of members who are Protestant or Roman Catholic, as the case may be, bears to the total number of members of the association.

The Sections of particular interest in the present discussion are:

292. (1) Where a company has not given a notice under section 288 the board of the separate school district, by giving notice, may require part of the property in respect of which the company is assessable to be entered and assessed for separate school purposes.

293. Where the board of a separate school district has given a notice to a company under section 292 the proper officer of each municipality shall apportion the total assessment of that company between the public and separate school districts in the same ratio that the assessment of persons other than companies for public school purposes bears to the assessment of persons other than companies for separate school purposes.

294. (1) The proper officer of each municipality, when providing the certificate required by section 283, or section 296, shall also send to each board a statement showing —

- (a) the total assessment of all property assessed to persons other than companies for public school purposes, and for separate school purposes respectively;
- (b) the total assessment of all property assessed to companies for public school purposes and for separate school purposes respectively as a result of company notices under section 288:

- (c) the total assessment of all property assessed to companies for public school purposes and for separate school purposes respectively as a result of separate school board notices under section 292:
- (d) the totals of the assessments under clauses (a), (b) and (c) for public school purposes and for separate school purposes respectively.

(2) The total assessment for public school purposes and the total assessment for separate school purposes determined under clause (d) of subsection (1) shall be used by the public school district and the separate school district for the purpose of making their respective requisitions.

295. (1) Where there are school districts that collect their own taxes, the secretary of the public school district and the secretary of the separate school district shall apportion the total assessment of each company in accordance with the notice given by that company or given by the separate school board to that company in the same manner as the proper officer of a municipality is required to do.

(2) In respect of each company the assessment roll of the public school district shall show only the property of the company that is assessable for public school purposes, and the assessment roll of the separate school district shall show only the property of the company that is assessable for separate school purposes.

Under the above quoted School Act Sections 292, 293, 294 and 295 it is now possible to compel companies or corporations, which do not divide their taxes voluntarily, to allocate a certain portion of their taxes to the Separate Schools. As a result, the present situation in Edmonton is that a large number of companies continue to make a voluntary division of their taxes while others, which previously refused to divide, are now compelled to do so under the improved wording of the School Taxation Act. The Separate School Districts of Calgary, Lethbridge, Medicine Hat and Rockyford and others likewise receive a just portion of taxes.

In time there should be a fair division of company, corporation and co-operative taxes in all districts. As yet some Separate School Districts have not forced the compulsory measures of the School Taxation Act of 1952; until they do so they will be obliged to accept less than a just proportion of this source of revenue.

GRANTS

Government grants formed a substantial source of the funds which financed education in Alberta in the period 1936 to 1953. Certain amendments to the Revised Statutes of Alberta, 1922, were effective after 1937. The daily grant for rural schools and for the upper room of a two-room school was reduced to \$.75 and \$1.80 respectively. To each room in which grades above the eighth were taught the grant was \$2.70 per day. Newly organized districts received an initial grant of \$15.00 and \$.20 per day for the first two years. An additional \$.15 daily was given for six years if minimum grading and efficiency were maintained. This latter grant could be given in library books or other equipment approved by the minister.

The grants given to village and town schools for all grades up to and including Grade VIII depended on the number of teachers employed. By reason of the high school and technical grants the total grant in these schools was not reduced. A stimulation grant, 50% of the teacher's salary, was given for the opening of a room for sub-normal pupils. Consolidated schools received in addition to the ordinary grants a grant for vans. The equalization grant inaugurated in 1926 continued to be paid throughout this period. Separate Schools, especially in the north of the province, benefited much thereby.

The basis of paying government grants was considerably altered by the School Grants Act of 1945 and Orders-in-Council of 1950, 1951, and 1953. The broad outline of the present system is as follows:

Grants are paid on a flat rate per year for each teacher in charge of a classroom. For classrooms in which Grades I-VI, I-IX or I-XII is taught it is \$500.00; for classrooms giving instruction to Grades VII-IX, \$550.00, and VII-XII, \$600.00 is given. For senior high school rooms the grant is \$750.00 per year.

A grant of \$1000.00 is given for teachers of electives which require special certification. For principals and other teachers employed for certain duties but not in charge of classrooms a grant equal to that given for a teacher of the highest grade taught or supervised by such a teacher, is given. Provision is also made for a grant to be paid on the basis of pupil enrolment for special teachers employed in two or more different schools. It includes 50% of the transportation expenses incurred by the board. The grants to aid in pupil transportation are substantial. A new feature appears in the 1945 School Grants Act in the form of a grant to be paid each district operating a dormitory for the accommodation of pupils of Grades IX to XII.

Equalization grants still form an important part of the system. The basis for paying these has been altered. The minimum assessment below which the equalization grant is paid had been raised from \$75,000.00 to \$110,000.00 in town school districts, \$115,000.00 in village school districts, \$120,000.00 in consolidated school districts and \$130,000.00 in rural school districts. The grant consists of a certain sum per classroom for each \$1,000.00 by which the assessment is less than the above sum. In town and village school districts the amount given is \$9.00 per classroom, and in rural districts it is \$16.00 per classroom per \$1,000.00 below the minimum.

The regulations regarding the payment of these grants to separate schools was cited in the preceding section. According to this regulation, for the purpose of determination of the equalization grant, "the separate school district shall be deemed to be a part of the public school district, or of the school division

of which the public school district may be a part."¹ There are a number of Separate School Districts in the province in which the assessment falls below the minimum stated in Section 4 of the Grants Regulation, but because they are considered a part of the larger unit they receive no equalization grant.

A grant which gives evidence of the present provincial trend toward rapid increase in population in certain areas is that whereby to any district or division in which the net increase has exceeded the average enrolment increase in the province, \$100.00 is paid for each pupil increase above the average.

MAINTENANCE PROBLEMS

Roman Catholic Public schools do not have maintenance problems which differ from those generally experienced in the provincial educational system. Separate Schools continue to have financial difficulties which arise out of the very fact that they represent the minority group.

While Separate School Districts in the cities find their financial standing improved in recent years the opposite is true in smaller centres. Since the passing of the School Act of 1952 Separate Schools are better able to collect their share of company, corporation and cooperative taxes. Not all districts have taken full advantage of the laws, but the provisions are there.

¹Section 5 Grant Regulation 1953 Government of the Province of Alberta.

In smaller centres like Wainwright, Clandonald, Rockyford, Vegreville and Pincher Creek special maintenance problems arise from the fact that they collect taxes only from the original small districts while pupils come to them from a number of districts within the division. True, in some cases, by local agreement, the tuition fees for these are paid by the Divisional Board, but the payment of corporation and company taxes is based on the assessment; consequently, these schools receive less than a just proportion of such taxes. The fact that in some divisions the parents pay the fee does not alter this situation.

While the total revenue of Separate Schools is, generally speaking, lower, operating expenses per pupil, salaries excluded, are proportionately higher than in the Public Schools. This is because, as was stated in Chapter II, Section 2, the Separate Schools operate on a smaller unit basis. Since it has always been the policy of Separate Schools to keep the mill rate the same as that charged by the Public Schools in the division or district, and since the standard of equipment and achievement in these schools has always compared favourably with that of the Public Schools the only way to meet the difficulty has been to reduce salaries. Catholic teachers, particularly members of religious congregations have generously given their services for the salaries the district can pay in order that Catholic education may be given to as many as possible of the Catholic youth of the province.

ALBERTA TEACHERS' ASSOCIATION

Before 1917 the teachers of Alberta were in a weak position indeed; they were socially and financially depressed. In that year a few determined and enthusiastic leaders, desirous of improving their economic and professional status, and convinced that working individually they could not greatly influence educational trends in the province, formed the Alberta Teachers' Alliance.¹ The

¹ A.T.A. Magazine, December, 1950, p. 4.

organization is today known as the Alberta Teachers' Association. Through cooperative action provided for in 1917, a number of significant changes in Alberta's educational system have taken place.

Instead of the voluntary membership of 797 in 1917, 1,763 in 1920 and 3,362 in 1933, automatic membership of all persons teaching in Alberta is today guaranteed by the Teaching Profession Act of 1935 and amendments thereto. This Act bestowed certain benefits upon the organized teachers. From yearly engagements, with their accompanying insecurity and doubts, teachers have now moved forward to continuous employment. Among the many other changes affecting favourably the teachers' economic and professional status that have come as a result of A.T.A. activity and negotiation are: salary schedules, superannuation, representation on curriculum and policy-making committees.

In the larger cities the Catholic teachers for the sake of convenience and expediency have formed their own local A.T.A., since as teachers in the employ of different School Boards their routine and immediate problems are not identical. In general, however, the teachers in the Catholic schools belong to the local A.T.A. They are active workers in the various enterprises which the central Association undertakes; they participate in the local conventions and assume responsibility in curriculum and policy-making committees.

In one matter Separate School teachers do not concur with Public School teachers, namely, in the matter of salaries. In the case of members of Religious Congregations this is particularly true. Everyone is in full agreement with the principle that the Religious teachers should be paid on an equal basis with lay teachers, and that the salary schedule of Separate School Districts should compare favourably with that of the Public School Districts. But, the principle is not possible of realization in practice in all parts of the province and is not

operative without serious financial difficulty in any Separate School District. This is due to the facts which characterize the financial situation of these districts as set forth in the previous section. As long as the present situation continues Separate School Districts must rely on the charity and zeal for Catholic education which induces Religious communities to sacrifice part of their salaries for this cause. If Separate School Boards were obliged to pay the Religious teachers on an equal basis with lay teachers and the provincial standards, many Separate School Districts would have to cease to function. The problem, therefore, is not one merely of justice towards Religious teachers, but of justice towards the whole Separate School System.

BILINGUAL EDUCATION 1936 - 1953

With the formation of the large units of administration and the centralization of schools it was greatly feared in some districts that bilingual education would suffer a set-back. In a few instances this actually did occur, but the number of districts which lost the right was more than equalled by others that gained it. In fact many pupils who formerly received very little instruction in French in a rural school, after centralization benefited by the maximum provisions of the Departmental program. The great increase in the enrolment of such schools as St. Albert, St. Paul, Girouxville, Legal, Mallaig, Lafond, Jean Coté, Therien, Labrie, St. Vincent, and Picardville, all bilingual schools, testify to the truth of this statement.

In 1936 and 1950 the Program of Studies regulating the teaching of French in bilingual schools was revised. Perhaps the most far-reaching change inaugurated

thereby was the inclusion of Grade IX in the "Primary Course in French".

For years it was felt that the general nature of the provincial program of studies resulted in many schools not getting the most out of the time devoted to the study of French. The members of the Association des Instituteurs Bilingues de L'Alberta, realizing that a detailed program would be of great assistance in achieving uniformity of standards and raising the level of efficiency, organized special courses for bilingual teachers in the summer of 1948. These courses were offered at St. John's College in Edmonton by French specialists from Laval University, Quebec. During the session committees were set up to prepare a thorough and complete program of studies for the bilingual schools. The outline prepared followed closely the one approved by the Department of Education. Teachers who have used this supplementary program report that the information it contains has proven a wonderful guide, and that they note in recent years a greater interest in the study of French and in the reading of French literature has been developed.

Yearly examinations in French are still written by all pupils of bilingual schools from Grades III - XII. Over the past ten years the average number of pupils writing these examinations has been 4,500. Prizes and diplomas are awarded to deserving candidates.

Alberta's bilingual schools, all of which are Catholic, are taught by approximately 160 bilingual teachers. All these schools are found in the central and northern sections of the province. Edmonton is the only city which offers the special French course for French-speaking children. About 385 pupils receive this instruction in four city schools: Grandin, Sacred Heart, St. Francis, and St. Edmunds. In St. Paul, Sturgeon, Bonnyville, Clover Bar, Wainwright, High Prairie, Lac la Biche, and Vegreville Divisions many of the centralized schools are bilingual.

NEW SEPARATE SCHOOL DISTRICTS

1936 - 1953

Within the past two decades Canada has developed in a most remarkable way; Alberta in particular has given evidence of achievements in industry, economy and development of natural resources. Not less great has been her achievement in the field of education. The general trend of Alberta's new educational set-up has been treated at length in the early sections of this chapter. The effect of the new system on Catholic Schools has been considered. There remains only to trace the development of Roman Catholic Separate and Public Schools from 1936 to 1953.

St. John's, Fort McMurray - St. John's Roman Catholic Separate School District No. 32 was established by ministerial order dated October 8, 1935.¹ It was not, however, until December 1936 that the two-room school was completed and classes begun. During that school year there were 44 pupils enrolled, 30 in Grades I - IV, taught by Mary A. Redmonde, and 14 in Grades V - X, taught by Wilfrid Loiselle.

For some time there was little development in this district. Sister C. Bailey, a Grey Sister, from the hospital taught Grades V - VIII in the spring term of 1944, but apart from that lay teachers only were employed and the enrolment increased very slightly.

In the late forties a decided change took place; rapid development began. By 1950 the enrolment had almost trebled; it was 115. The organization on July 3, 1950 of St. Peter's Roman Catholic Separate School District No. 38, at Waterways,² a town three miles distant from Fort McMurray, was in part responsible for the increase.³

¹Annual Report of the Department of Education, Alberta, 1935, p. 111.

²Ibid., 1951, p. 118.

³For location of Separate School Districts organized during this period see Figure 5, p. 117.

MAP OF ALBERTA

Showing location of Separate School Districts
in 1953

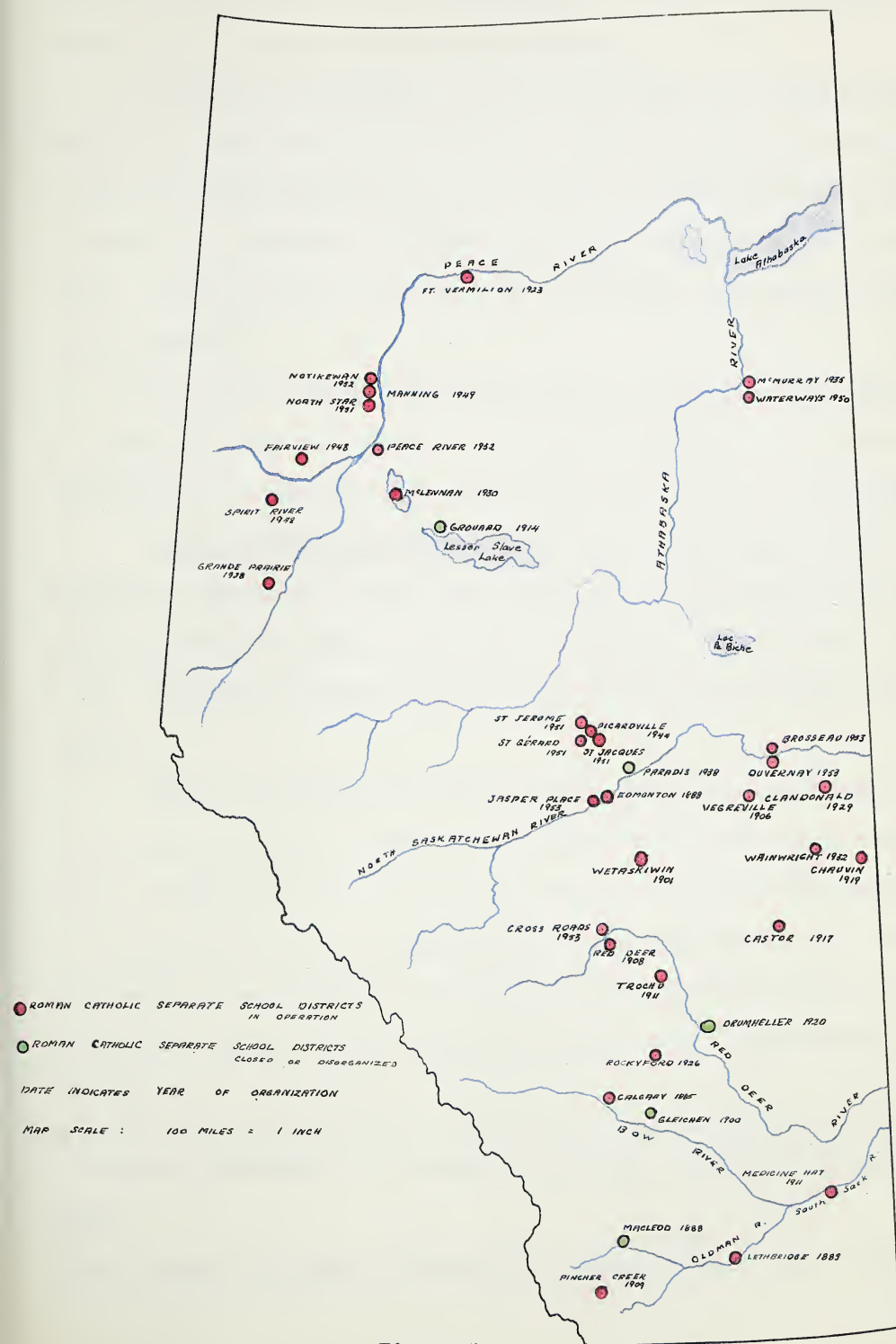


Figure 5

No school was built in this new district; it was organized to collect taxes and thus pay the fees and transportation costs of the 42 pupils who were vanned in to St. John's School in Fort McMurray.

In order to accommodate the increasing numbers of pupils a two-room addition was made to St. John's School in 1950 and another classroom was built in 1951. In 1950 Grades X and XI were taught; in 1952 instruction was given in Grade XII. The enrolment in ^{September} 1953 was 140 pupils who were taught in four classrooms. A fifth classroom will be in use in September 1954 when an enrolment of 155 is expected.¹

St. John's Separate School District has always collected its full share of company and corporation taxes; its financial handicap is the result of a low Separate School assessment as compared with the Public School assessment.²

Paradis, Fort Saskatchewan - This rural Separate School District was organized on February 8, 1938.³ The school, a one-room stucco and plaster building with full basement, was opened in September 1938 for pupils in Grades I - IX. Bilingual instruction was given by Miss Madeleine Fortier, the first teacher.

Paradis continued to function as a one-room rural school until the close of the school term 1952 - 1953 when it joined the Sturgeon School Division. The school building was moved near the new location of the two-room Saskatchewan R. C. P. School No. 2, in the hamlet of Lamoureux. In November, when the moving and repairing were finished, it became the third classroom of the centralized Saskatchewan School. Twenty pupils were daily vanned in from Paradis School District.

¹Statement of Reverend J. A. Turcotte, Sec.-Treas. Letter of March 27, 1954.

²Ibid.

³Annual Report, Department of Education, Alberta, 1938, p. 101.

Sainte Bernadette, Picardville - Although Picardville was settled toward the end of the 19th century by a group of French-Canadian colonists under the direction of Reverend Father Morin, it was not until recent times that the Catholics of this area formed a Separate School District. Organization was begun in 1939, but by reasons of difficulties it was only on September 30, 1944 that St. Louis, now St. Bernadette Roman Catholic Separate School District No. 34, was officially recognized.¹

St. Bernadette's school was opened in January 1945 with 45 pupils. Miss A. Plotkins was the teacher of this group of children in Grades I - VIII. The pool hall, then a new building, served as the school room while the first Separate School was being built. In September 1945 the two-room school was ready for use, but only one room was occupied.

In 1946 the second classroom was opened. Grades I - IV were taught by Miss Campo while a Sister from Morinville taught Grades V - XI. In September 1947 Grades I - V were in one room, Grades VI - VIII in the second. Grades IX - XI were taught in the Public School. This latter group of 22 included pupils from both the separate and public school districts. By agreement of the trustees and by vote of the ratepayers Sister Marie St. Sauveur, a religious of the Congregation Filles de Jesus, who had established a convent in Picardville that summer, was hired as the teacher.

In August 1949 the school was moved to its present site. A second two-room structure was built about 70 feet west of the first during the summer months of 1950. One of these rooms became the Separate High School, for that year the Public High School was closed. It was arranged that the non-Catholic high school pupils from Picardville should attend the Westlock Centralized High School.

¹Annual Report of the Department of Education, Alberta, 1944, p. 98.

In Section 2 of this chapter the effects of Divisional Organization on minority rights was discussed at length. Reference was made to Picardville as a district in which a group of Catholic Separate School Districts had united to form a type of consolidated school area in order that all ratepayers of the surrounding districts who chose to support the Separate School might be free to do so.

On December 30, 1951 three Roman Catholic Separate School Districts were officially organized: St. Jerome No. 39, St. Jacques No. 40, and St. Gerard No. 41.¹ These districts were formed, not with intention of establishing a school, but of uniting with the ^{Ste}Bernadette's Separate School District to form a Catholic Consolidated School area. All Catholic children from these districts attend St. Bernadette's School. In this bilingual school there were 98 pupils enroled in 1953.² Four teachers instructed the pupils in four classrooms.

St. Thomas More, Fairview - Roman Catholic Separate School District No. 35 was formed on January 21, 1948.³ When the newly constructed two-room school opened in September 1948 there were 71 pupils in attendance. Mrs. F. Ebly taught 42 pupils in Grades I - V while Mrs. A. B. Kleininger had 29 pupils in Grades VI to IX. In 1949 a third room was constructed. Grades I - V were still in one room, Grades VI - VIII in a second, and IX and X in the third.

In September 1950 the Sisters of Charity of Providence took over this school. A fourth classroom had been built that year and thus it was possible to offer instruction in all Grades I - XII. The enrolment in 1950 was 90; of these 24 were high school pupils.

¹Annual Report of the Department of Education, Alberta, 1952, p. 118.

²Registers of St. Bernadette S.S.D. No. 34, September 1953.

³Annual Report of the Department of Education, Alberta, 1948, p. 107.

St. Thomas More School is now a six-room school; two grades are taught in each classroom. The enrolment has increased steadily; in 1951 - 52 it was 162. To date it has not been possible to offer special courses in home economics, shop or commercial subjects, but in the near future these will become part of the high school program.

St. Marie, Spirit River - On February 23, 1948 St. Marie Roman Catholic Separate School District No. 36 was formed in Spirit River.¹ The newly built two-room school was opened for pupils in Grades I to IX in September of that year with an enrolment of 35. Two Grey Sisters of the Cross were the teachers. In 1952 the numbers had increased to 43.

Although the French-speaking pupils are a minority in this school, by special arrangement in accordance with the Departmental regulations they are given daily instruction in their native language.

Rosary, Manning - As the Catholic population of Manning increased, the demand for a Separate School became more and more insistent. Finally through the untiring efforts of Reverend Fathers Claude de Champlain and C. Kindervater ably assisted by Mr. S. A. Hartman, Rosary Roman Catholic Separate School District No. 37 was officially organized on November 7, 1949.²

A four-room school built with funds that were donated by the Catholic population of the district and in particular by Mrs. Anna Dechant and Mr. A. Daigle was opened on September 1, 1950 with an enrolment of 160 pupils. Grades I and II were taught by Sister Gerard Magella, Grades III and IV by Miss Genevieve Farseille, Grades V and VI by Sister Mary Daniel and Grades VII and VIII by Miss Cecilia Newman.

¹Ibid.

²Ibid., 1950, p. 107.

Sisters, members of the Religious Congregation Sisters of the Presentation of Mary, had come from Prince Albert, Saskatchewan, to open a convent in Manning. From the first music was taught at school and in the convent. In September 1952 the Sisters of Service, a Canadian Congregation whose Mother House is in Toronto, replaced these Sisters in the school and convent.

A one-room school was built in the summer of 1951 to provide the required accommodation for increasing numbers and to allow for a classroom for Grades IX and X. In 1953 the enrolment in the school was 170.¹

Rosary School, as were all Separate Schools in the province, was an independent unit, although it was within a large division. Taxes for the support of this school were collected from the ratepayers of the Separate School District only, while Catholic pupils were vanned in from several parts of the division. On December 30, 1951, Mazenod Roman Catholic Separate School District No. 42 was formed in Buchanan Creek.² On December 30, 1952, in Notikewan, St. Monica's Roman Catholic Separate School District No. 44 was officially organized.³ The purpose in establishing both these districts was to make it possible to collect the taxes of Catholic ratepayers living in these areas in order to help finance Rosary Separate School. Thus the three Separate School Districts: Rosary, Mazenod and St. Monica form a consolidated school area.

Immaculate Conception, Peace River - Immaculate Conception Roman Catholic Separate School District No. 43 was organized in Peace River on July 8, 1952.⁴ On October 14th the first school, a one-room stucco structure with part basement and hot-air heating system was opened in the northern part of the town, "the Flat".

¹Registers of Rosary S. School, 1953.

²Annual Report of the Department of Education, Alberta, 1952, p. 118.

³Records of the Department of Education, Alberta.

⁴Ibid.

It was built on property owned by the School Board, but it was not financed by the Board. There were 30 pupils in Grades I to VI taught by Sister W. Donnelly.

In 1953 the building of a three classroom school with playroom was begun by the School Board. This school is in the southern section of the town about two miles distant from the first school. Pending the completion of building operations the three classes, Grades I to IX, were taught in temporary quarters in the basement of the church from September 1953 until early in 1954. Grades I to VI are still taught in the first school.

Financial problems have been acute in Immaculate Conception School District; the handicaps ever present to minority groups seem to affect this district in a particular way. Despite the difficulties real progress has been made.

Jasper Place - During the past decade Jasper Place, like Edmonton, has experienced a most remarkable increase in population. The number of Catholic families in the district was high; in order to provide Catholic education for the children it seemed advisable to organize a Separate School District. Early in 1953 the formalities were completed and Jasper Place Roman Catholic Separate School District No. 45 was established by ministerial order dated April 11, 1953.¹

It was decided by the School Board that two ten-room schools would be required to accommodate the Catholic pupils of the district in Grades I to IX. Although plans were immediately drawn up, it was impossible to complete the construction work before September. It was, therefore, agreed that Grade I pupils would be taught in a temporary classroom until the new schools were completed while the remaining children would, by special arrangement, attend the Jasper Place Public School.

After the formation of the Separate School District, Catholic families moved into Jasper Place in increasing numbers; consequently when school opened in

¹Ibid.

September 137 pupils registered in Grade I. Forty-two of the younger children were not admitted; the remaining 95 Grade I pupils were taught in a single temporary classroom operated on a half-day shift basis.

The two schools will be ready for use by May 1954. The Grade I classrooms will be occupied immediately, but the other rooms will not be opened until September 1954. One of these schools will be a bilingual school.

Since twenty classrooms will not provide sufficient accommodation for the pupils of Grades I to IX of the Jasper Place Separate School District, two two-room schools, one in the extreme south, the other in the north end of the town, are under construction. A high school will be built in the near future.¹

Cross Roads, Red Deer - Because of the double burden of payment of taxes and payment of fees which must be borne by Catholic ratepayers who wish their children to attend a Separate School within the division but outside the district to which they belong, Cross Roads Roman Catholic Separate School District No. 46 was organized and established by ministerial order on July 1, 1953.² The number of Catholic pupils in the district is too small to justify the building of a school, hence the 16 children attend Sacred Heart Separate School in Red Deer. The fees and transportation costs for these students are paid by Cross Roads District.

Since the District was organized too late in 1953 to collect taxes for the current year, the government passed a requisition order on August 25, 1953, ordering the Red Deer School District No. 35 to pay a requisition grant to the Separate School District for the remainder of the school year.³

¹Statement made by Mr. H. E. Beriault, Sec.-Treas. Jasper Place Separate School District, Letter of March 20, 1954.

²Records of the Department of Education, Alberta.

³Statement made by Mr. H. Landry, Sec.-Treas. of Cross Roads S.S. District, Letter of March 25, 1954.

St. Laurent and Duvernay - On the banks of the North Saskatchewan River in the French-Canadian settlements of Brosseau and Duvernay, St. Laurent and Duvernay Roman Catholic Separate School Districts Nos. 47 and 48 respectively were established on October 27, effective November 1, 1953.¹ A modern two-room school complete with teacher's room and combination playroom and auditorium is under construction.

It is estimated that 45 to 50 children in Grades I to IX will register in the school in September 1954. Five to ten of these pupils will be from outside the districts.²

DEVELOPMENT OF EXISTING DISTRICTS

1936 - 1953

Calgary - During the first ten years of this period development in the Separate Schools of Calgary was slow. The enrolment increased only 135 between 1935 and 1945. No new schools were constructed; within the existing system, however, several changes worthy of note were effected.

Household economic classes for pupils in all separate schools were recommenced in September 1937 in Holy Angels' School. Mrs. Mary Mooney conducted these classes in the newly converted basement.³ In September 1938 Mr. Thomas Barry was engaged as general shop instructor.⁴ The centre for these classes, too, was Holy Angels' School.⁵ The same year a ninth classroom was

¹Statement made by Reverend G. Bouchard O.M.I. Pastor at Brosseau, Letter of April 14, 1954.

²Ibid.

³"Minutes of Calgary Separate School Board Meeting" September, 1937.

⁴Ibid. Sept. 1938.

⁵See Figure 3, p. 81 for location of Separate Schools in Calgary.

opened in St. Mary's Boys' School when the teachers' room was converted into a lesson room, and in St. Mary's Girls' School a commercial unit was opened. A temporary classroom was partitioned off in the auditorium for a typewriting room.

On August 19, 1940 Mr. J. F. Kinahan, who since 1918 had been Superintendent and Secretary-Treasurer of the Calgary Separate Schools died suddenly. During his 22 years of office Mr. Kinahan had rendered an inestimable service to the Catholic School system of Calgary. Reverend V. A. Thomson was appointed acting Superintendent until January 1, 1941 when Mr. R. A. Cannon accepted the position.

During the summer of 1941 a small addition was made to St. Mary's Girls' School in order to provide a second room for the School Board Office and a warehouse room. At the same time by changing partitions and reconstructing doorways a library was arranged on the second floor of the school. The enrolment in the Girls' High School was increasing. To provide the necessary accommodation one of the elementary grades was transferred to a room rented in Sacred Heart Convent, and the teacher's room was converted into a lesson room.

In 1946 a four-classroom school was begun on the North Hill to replace the old St. Joseph's School. In September of the same year Reverend Father Whelihan was appointed supervisor of physical education, and Mr. J. V. Van Tighem was appointed supervisor of instruction for the Separate Schools.¹ The following September Miss I. Kennedy was appointed supervisor of music.²

A period of rapid development followed; enrolment greatly increased necessitating the opening of a number of new classrooms. The policy of the Calgary Separate School Board has been to construct smaller schools in all sections

¹"Minutes of Calgary Separate School Board Meeting", September 1946.

²Ibid. September 1947.

of the city rather than to build a few large units. It is believed that the advantages for the pupil of having a short distance to travel to school outweighs the disadvantages of the smaller unit. Economically the policy has serious drawbacks, but when education of children is the issue economy must not be given first consideration.

Two two-room schools were purchased from the Calgary Public School Board; Glengarry Cottage on 2802 - 21st Ave. S.W. in 1947, and the Manchester on Burnsland and 50th Ave. in 1949.¹ The first was opened in 1948 as Holy Name School for pupils in Grades I-IV; the second was opened as St. Anthony's in 1949 for pupils in Grades I-VI. One room only was occupied in each school during the first year. The construction of two two-classroom elementary schools, St. Paul's on 23rd Ave. and Centre Street North and St. Peter's on Kensington Road and 22nd Street W. was completed for September 1950.² The exceptional growth of population in the north and north-west sections of the city made the construction of two additional classrooms and an auditorium for both of these schools imperative. In 1951 St. Paul's was enlarged and in 1952 St. Peter's.

A four-classroom school with gymnasium, St. Charles, was constructed on 23rd Ave. and 24th St. W. in 1952.³ Early in 1953 the new School Board Offices were built on 1347 - 12th Ave. W.⁴ On September 1 of the same year a by-law was passed for the construction of three schools: a six-classroom school and gymnasium in Renfrew, St. Alphonsus' School, Radford Ave. and Russett Rd., a four-classroom school, St. Pius, on Capitol Hill, 22nd Ave. and 18th St. N.W., and a four-classroom school and gymnasium in Altadore on 42nd Ave. and 16th St.⁵

¹Ibid. September 1947 and 1949.

²"Annual Report of Calgary Separate Schools" 1950.

³Ibid. 1952.

⁴Chairman's Report at Annual Meeting September 22, 1953.

⁵"Chairman's Report at Annual Meeting", September 22, 1953.

These schools will be opened in September, 1954.

The Calgary Separate Schools have always maintained high standards in the academic subjects. They have endeavored to guide their students to an appreciation of democratic practices and institutions and above all they have striven to develop well-instructed Catholic boys and girls. In order to do this more effectively the unified course in Christian Doctrine proposed by the Diocesan Branch of the Confraternity of Christian Doctrine under the direction of Reverend J. Le Fort was adopted by the Calgary Separate Schools in September 1948. The yearly centralized examinations written by all children of the diocese in Grades III to XII have done much to stimulate interest and increase the standards of achievement.

At the present rate of growth (the enrolment in September 1952 was 2423 and in September 1953 it was 2765) it is anticipated that within the next 10 years the number of classrooms needed in the Calgary Separate School System will be about 176 as compared with the 83 now in operation. Thirty rooms will be required during the next two or three years. Plans are being made for the construction of a six-classroom junior high school at the Sacred Heart location on 13th Ave. and 15th St.; a four-classroom elementary school in South Killarney; and a six-classroom elementary school in the Elboya District in 1954.¹

Edmonton - The period 1936-1953 is one of outstanding development in the Edmonton Separate School District. The enrolment more than doubled during these years, for in 1936 it was 2720 and in 1953 it was 5454. To keep pace with this rapid increase an extensive building program was adopted.

The financial handicaps peculiar to Separate School Districts in Alberta and in fact in most parts of Canada have resulted in serious problems; nevertheless

¹"Minutes of the Separate School Board Meeting", November 20, 1953.

the Edmonton Separate School District has been so ably administered that the financial standing has been thoroughly sound. A major change in the financing of the schools took place in 1937 when the Board, in conjunction with the City of Edmonton Public School Board refunded its debenture debt.

Since its inauguration the Separate School District had contracted capital debts by way of debentures totalling \$751,400.00. By 1937 this debt had been reduced to \$322,666.55, all payments on account of principal and interest having been met as they became due. The 419 debentures making up this outstanding capital debt were, under the 1937 refinancing scheme known as the Fortin Plan, called in and exchanged for new, callable debentures due in 1967 and bearing interest at the old rates to the original dates of maturity and thereafter at 4 $\frac{1}{2}$ %. The debt under the new plan will be retired by payment of an annuity of \$23,516.68, over a period of thirty years. Under the plan, the payments on account of principal will be administered by a Separate School Sinking Fund The saving in annual financial charges resulting from this debt readjustment is being used for capital purposes.¹

On August 1st 1945 in accordance with the terms of the above mentioned plan all outstanding debentures were called for redemption. New debentures in the amount of \$284,000.00 were issued, the proceeds of which were used to redeem the old debentures. The new debentures were all of the serial type and carried interest coupons at the average rate of 3.35% as compared with the average rate on the old debentures of 4.98%.² With the consummation of the refunding transaction the 1937 Refinancing (Fortin) Plan was discontinued, and the Separate School Board Sinking Fund Board of Trustees ceased to function.

The savings thus effected helped to make it possible for the Edmonton Separate Schools to educate between 19% and 20% of the school population of the city, although they received from the City only 12 $\frac{1}{2}$ % of the taxes paid in Edmonton for school purposes.³

¹The Western Catholic Separate School Supplement June 14, 1939.

²Annual Review Edmonton Catholic Schools, March 1946.

³Ibid.

More recently the change in government regulations governing the allocation of company and corporation taxes had proved a decided advantage to the Edmonton Separate School System. An upward revision of property valuation by the City Council, more and more Catholic property owners in Edmonton, and careful checking on the part of the School Board and Officials with cooperation on the part of Catholic property owners to ensure that their property is assessed for Separate School support have resulted in a decided increase in assessment for Separate Schools.¹

Undoubtedly the fact that the system is now growing rapidly and larger units are being constructed is a consideration, for the relative operational cost per pupil more nearly approaches that of the Public Schools.

In 1937 a one-room addition was made to St. Andrew's School, and in 1938 a two-room addition was made to St. Alphonsus. In 1938 seventeen schools including rented buildings were in operation. The teaching staff consisted of 84 regular teachers, two full time and three part time special teachers providing instruction in French for French-speaking children, a supervisor of music and a part time supervisor of physical education. The Medical Department was staffed by a part time medical inspector, Dr. J. H. Conroy and a school nurse, Miss G. MacCormack.

In 1939 and 1941 with funds made available as a result of the Fortin Plan schools were constructed at 120th St., St. John's, and 64th St., St. Clare's.² These schools were urgently needed to relieve congestion at Grandin School and to provide Catholic School facilities for the children in the Highlands District.

By this time World War conditions had brought about so many building restrictions and such high building costs that most public bodies including the Edmonton Separate School Board, adopted a policy of using temporary accommodation for a few years. This enforced postponement of building activity along

¹Annual Review Edmonton Catholic Schools, April, 1953.

²See Figure 4, p. 84 for location of Separate Schools in Edmonton.

with the great increase in school population resulted in a postwar period of expansion and extensive construction.

In 1943 due to Department of Education curriculum changes, St. Vincent's Commercial High School was discontinued as a separate entity and the commercial classes were incorporated into the general high school organization at St. Mary's and St. Joseph's Schools. In 1944 alterations were made in St. Francis' Hall and St. Clare's School to provide additional classrooms and a portable classroom was constructed at Fairview School. In 1945 an addition to St. Clare's School was completed and the building of a two-room frame school, St. James' on 91st St. and 79th Ave. was begun. In September the school, though unfinished, was opened for pupils in Grades I to VI. A new classroom was opened in St. Joseph's High School and Grades I to III were taught in a rented classroom in the Jasper Place District.¹

Four major construction projects were begun in the early part of 1946; an eight-room school, St. Michael's, including offices, playrooms and four classrooms on 92nd St. and 105th A Ave.; an eight-room school, St. Andrew's, comprising office space, one playroom, auditorium and four classrooms on 114th Ave. and 127th St.; a two-classroom, playroom and office addition to St. Patrick's; and a two-classroom addition to St. Anthony's.²

These schools were designed so as to incorporate in them the most modern and approved features of school construction. The buildings are of the one storey type reducing to a minimum hazards from fire and accidents ordinarily connected with stairways. Playrooms and washrooms are bright, well ventilated rooms on the ground floor; classrooms are large and adjoining them are workrooms. Special

¹Annual Review Edmonton Catholic Schools, March, 1946.

²Ibid., April, 1947.

attention has been given to lighting.¹

In 1947 the St. Michael's and St. Andrew's Schools and the additions to St. Patrick's and St. Anthony's Schools begun in 1946 were finished. During the fall of 1947 three portable schools were constructed at St. Francis School to replace the accommodation formerly provided by St. Francis Hall. A fourth portable school was built at Mt. Carmel School.²

The enrolment in the Edmonton Separate Schools for December, 1947 exceeded that for December, 1946 by 197 pupils. The total enrolment was 3912. This figure represented a 111% increase over the twenty-five year period 1922-1947. In the same period the Public School enrolment in the city increased about 25%.³ On the teaching staff in 1947 there were 115 regular and eight special and part time teachers.

During 1948 a two-classroom addition was made to St. Clare's School and a two-room school was constructed at Jasper Place, 14831 - 98th Avenue. Only half the cost of this school was borne by the Edmonton Separate School Board since only about half the pupils who attended it were from within the city limits. A one-room and auditorium extension was made to Mt. Carmel School.⁴

The building program for 1949 consisted of: a four-room addition to St. Alphonsus School; a two-room addition to St. Michael's School; a two-room addition to St. Francis School; erection of a two-room school, St. Thomas, in Bonnie Doon on 8527 - 92nd St.; and erection of a two-room school, St. Margaret's in the Ritchie District on 7114 - 98th St.⁵

¹Ibid.

²Ibid., 1948.

³Ibid.

⁴Ibid., April, 1949.

⁵Ibid., April, 1950.

Health and medical services continued to be given to the pupils of the Edmonton Separate Schools throughout these years. In 1949 the total enrolment in the schools was 4,362. In November of this year a special class for handicapped children was opened in St. Michael's School. Sixteen pupils from all parts of the city were in attendance. In 1949, too, a Retirement and Pension Plan (Canadian Government Annuity Plan) was inaugurated for caretakers and other non-teacher employees of the Board.¹

A number of buildings were erected in 1950. A four-room addition was made to St. Clare's, a two-room addition to St. Francis' and St. Margaret's Schools, and a one-room addition was made to Mt. Carmel School. A two-room school, St. Agnes was erected at 10648 - 72nd Ave. Two moveable classrooms were transferred to a new site and were incorporated into a two-room school, St. Gerard's, on 8310 - 124th Ave., and St. James' School was transferred from 8955 - 79th Ave. to 7714 - 83rd St.²

The year 1951 saw a continued expansion in the Edmonton Separate Schools. The following additions to existing schools were made; seven classrooms to St. Andrew's, two classrooms and combination playroom and assembly hall to St. Thomas, one classroom and combination playroom and assembly hall to St. Margaret's, four classrooms to Mt. Carmel and two classrooms to St. Patrick's. In addition construction on a new high school unit on St. Joseph's High School site was commenced.³

During 1952 still more schools were constructed. At 11516 - 102nd St. an eight-classroom school, St. Basil's was erected; at 10915 - 110th St., a four-classroom school, St. Catherine's was built. Two two-classroom schools,

¹Ibid., April, 1950.

²Ibid., April, 1951.

³Ibid., April, 1952.

one at 10530 - 138th St., St. Vincent's, the other at 7330 - 113th St., St. Peter's were constructed. In addition four classrooms were transferred and remodelled to form St. Vital's School on 12214 - 128th St., and construction on the new high school was continued.¹

The major project of 1953 was the completion of St. Joseph's High School. In addition to the 20 regular classrooms, the school comprises a chemistry laboratory with adjoining storeroom and lecture room, a physics laboratory, a biology room, a library with adjoining reading and study room, an industrial arts shop, a home economics suite of rooms, cafeteria, gymnasium-auditorium, principals' offices, teachers' rest rooms, medical rooms, guidance offices, and student union offices.

One classroom wing has been allocated to the girls' classes and one to the boys', while both groups use at different periods such rooms as the science laboratory and gymnasium. In this way the advantages of the larger unit are combined with the Catholic principle of separation of boys' and girls' classes at the high school level.

There are now 348 girls and 308 boys enrolled in St. Joseph's High School. Thirteen teachers are on the staff in the girls' section and 12 in the boys'. Most of these students are in Grades XI and XII, as it has been the policy of the Edmonton Separate School Board to offer Grade X in several sections of the city in order to make it possible for most pupils to get the first ten years of their education without going far from home.²

One of the probable early developments in the high school organization will be the construction of a second senior high school in South Edmonton. This will temporarily decrease the enrolment at St. Joseph's.³

¹Ibid., April, 1953.

²Ibid.

³Ibid.

Completion of the high school unit was only a part of the Edmonton Separate School building program for 1953. In addition a new four-classroom school, St. James', was constructed on 7814 - 83rd St., and additions were made to: St. Clare's, four classrooms and a gymnasium; St. Gerard's, two classrooms and a gymnasium; St. Thomas', four classrooms; St. Agnes', four classrooms; St. Vincent's, four classrooms; St. Michaels', two classrooms; St. Paul's, one classroom; St. Margaret's, two classrooms; St. Basil's, gymnasium, home economics and industrial arts rooms; St. Alphonsus', gymnasium.¹

The Edmonton Separate Schools had an enrolment of 6136 pupils in December, 1953. These pupils were taught by 195 regular teachers in 195 classrooms, and 12 special and part time teachers for the five industrial arts, home economics and opportunity rooms and special French instruction. The administration and supervisory staff includes a superintendent, an assistant superintendent and four supervisors.²

Instruction in the Edmonton Separate Schools is carried out in accordance with the regulations and Program of Studies of the Department of Education. In the past financial resources of the district have made it impossible to organize extensive technical or vocational courses; nevertheless vocational electives such as typewriting, bookkeeping, shorthand, office practice, and home economics have been offered in the senior high schools, and home economics, typewriting, and industrial arts have been taught in certain junior high schools. A moderate extension of these courses is planned by the Board in the next few years.³

In addition to the secular subjects and activities of the school program

¹Information given by Mr. A.A. O'Brien, Superintendent of Edmonton Separate Schools, Letter of April 28, 1954.

²Ibid.

³Ibid., April, 1952.

a half hour at the end of each day is devoted to Religious Education. This instruction in Religious Doctrine, strengthened by the Catholic principles and entirely Catholic school atmosphere which pervades the whole day should help to form boys and girls into desirable Catholic democratic citizens. During September, 1951, with the direct assistance and approval of His Grace Archbishop MacDonald a revised religious education program, including new texts was inaugurated.

The growth of the system made it necessary to increase the administrative, medical and supervisory staffs. In 1950 a supervisor of elementary instruction was appointed, and an additional school nurse and a maintenance staff were employed.¹ In September, 1951 a guidance program for junior and senior high schools was arranged by the Edmonton Separate Schools under Reverend W. P. Fitzgerald of St. Joseph's High School staff. On a similar half time basis Mr. John Dunnigan was appointed physical education assistant. Since 1947 special physical instruction had been provided for girls in the larger intermediate schools. In order to keep pace with the rapidly increasing population and home building, in September 1951 the Board appointed Mr. S. E. Moher as assessment officer.²

In April, 1952 an amalgamation of health services, including the City Board of Health and the Public and Separate Schools was effected.³ In addition to the regular health services under the amalgamation plan Separate School children in Grade I continue to be provided with vitamin capsules free of charge. The School Board in conjunction with the Home and School Association also provides hot drinks for pupils who take their lunch at school during winter months.

¹Ibid., April, 1951.

²Ibid., April, 1952.

³Ibid., April, 1953.

The Edmonton Separate School Board has endeavored to provide modern educational facilities including radios and audio-visual aids for all schools. Continuing this policy a control film-strip library consisting of some 200 film-strips was set up in 1951.

A special class for handicapped children is in operation and night classes in basic English and citizenship for new Canadians have been carried on since 1948. As part of the regular school program, instruction is provided in French language in accordance with the School Act for French-speaking pupils in Grandin, Sacred Heart, St. Edmund's and St. Francis Schools.

Macleod - Holy Cross School in Macleod never recovered from the financial difficulties of the depression years. In December, 1937, although the enrolment was still 32, the school was closed.¹ On December 29, 1937 the district was disorganized.

Lethbridge - Following the plan adopted by many school districts during the war years the Lethbridge Separate School Board used temporary accommodation for the increasing enrolment and continued to use the older St. Aloysius School, although it should have been replaced. It was not until 1949 when building conditions had assumed a more normal state and the financial standing of the Board had improved that plans for a new high school were drawn up. St. Joseph's High School, a splendid nine-room brick school with library, laboratory and spacious auditorium-gymnasium was completed in December³ and on January 3, 1950

¹"Minutes of the Holy Cross Separate School Board Meeting", December, 1937.

²Records of the Department of Education, Alberta.

³Annual Report of the Department of Education, Alberta, 1950, p. 101.

it was opened with an enrolment of 207 pupils in Grades VII to XII.¹ When St. Joseph's was opened, St. Aloysius' School was closed and the elementary grade pupils, 136 in number, were transferred to St. Patrick's School.

Lethbridge developed rapidly during the late forties and early fifties. To provide educational facilities for the younger children in the newer section of the city, St. Mary's, a six-classroom school with auditorium-gymnasium was built in 1952.² It was opened in September with an enrolment of 171 pupils in Grades I to VIII. The total enrolment in the Lethbridge Separate Schools for 1952 was 732.³

In 1950, with the opening of the new Lethbridge Collegiate Institute in close proximity to St. Joseph's High School, the Catholic students were given an opportunity to register in shop and home economics courses. This has been made possible by a special arrangement between the Public and Separate School Boards. A complete commercial course was offered for the first time in St. Joseph's in September 1952.

Wetaskiwin - The enrolment in Sacred Heart School fluctuated between 1936 and 1940 when it was at the low figure of 31, but since that date there has been a gradual increase.⁴ In 1948 the Separate School Board having recovered from the financial difficulties of the depression years, built a new two-classroom stucco school complete with playrooms, library, auditorium and teacher's room. Reverend J. R. MacDonald did expert work in supervising the planning and construction of this school. He himself undertook a good deal of the work.

¹Registers of St. Joseph's School 1949-1950.

²Annual Report of the Department of Education, Alberta, 1952, p. 112.

³Ibid.

⁴Ibid. 1936-1952.

The Sisters of St. Joseph were replaced by the Sisters of Charity of the Immaculate Conception as the teachers in Sacred Heart School in 1942. Grades I to IX are taught.

Unlike most schools in the smaller centers of the province, the formation of the division did not affect Sacred Heart School. Only two pupils from outside the Separate School District attend the school.

St. Martin's, Vegreville - Between 1937 and 1944 there was a steady decline in the enrolment of St. Martin's School, but since the formation of the division there has been a gradual increase.¹ It has not been necessary to build accommodation as the Separate School still functions as a six-room school offering instruction in Grades I to XII. Commercial subjects are taught in St. Martin's School. Home economics and shop courses may be taken by Separate School pupils at the Centralized Public School.² Since 1943 when a Ukrainian Sister was taken on the staff, religious instruction has been given in three languages: English, French and Ukrainian.

The Catholic population of the Vegreville Division has benefited much by the formation of the larger unit. Through the cooperation and understanding of the Superintendent and members of the Divisional Board every opportunity is given Catholic ratepayers.³ They may send their children to the Separate School, bus transportation is provided, free text books and school supplies are given, and the fees are paid to the Separate School Board by the Divisional Board if the pupil's home district is closed. Relatively few of the Greek Catholics avail themselves of the opportunity offered for a Catholic education; the barrier of religious rite seems to extend also to education.

¹Annual Reports of the Department of Education, Alberta, 1937-1952.

²Statement of the Principal of St. Martin's School, December, 1953. Letter of November 21, 1953.

³Statement of Mr. F.B. Facey, Superintendent of Vegreville Division. Letter of December 10, 1953.

Red Deer - Between 1936 and 1947 the enrolment in the Red Deer Separate School almost doubled.¹ To provide the much needed additional accommodation for the 200 pupils who were enrolled, an army hut was purchased in 1948. This was remodelled to form a large Grade I classroom and a school auditorium. In 1950 the Y.M.C.A. army hut was bought, repaired and furnished for classrooms for Grades IV to VIII under the name of Sacred Heart School; still another Y.M.C.A. hut was acquired in 1953. This, too, was converted into a classroom.²

The Red Deer Separate School now operates 12 classrooms in four buildings. The total enrolment is approximately 300 pupils in Grades I to XII.³ Commercial subjects have been taught since 1924.

Divisional organization has been in part responsible for the great increase in enrolment. Pupils are vanned in from Penhold and from the newly formed Cross Roads Separate School District. Individual pupils, whose parents pay the tuition fee, attend from other parts of the division.

Pincher Creek - From 1936 to 1942 there was slow but steady development in St. Michael's School. With the closing of the smaller schools which followed divisional organization a more rapid period of expansion began in 1943. Since that date pupils have been vanned in increasing numbers. In 1952 sixty-two pupils, in 1953 sixty-eight pupils were brought in from 10 districts. The Divisional Board pays transportation costs and tuition fees to the Separate School for these students.⁴

There has been a gradual improvement in the financial standing of the St. Michael's Separate School District. Operational costs are still kept to the minimum, but undoubtedly a higher standard will soon be attained, for the Separate School Board has, since 1952, collected a portion of company, corporation

¹Annual Reports of the Department of Education, Alberta, 1936-1947.

²Statement of the Principal of Red Deer Separate School.

³Ibid.

⁴Report of Mr. Kylo, Pincher Creek Divisional Secretary, 1954.

and co-operative taxes, and it is expected that a fair share of this income will be allocated to the Separate Schools in the near future.¹

The academic standing of St. Michael's School has always been high, but it has not been possible for the school to offer any special courses. The influx of students from rural areas as a result of divisional organization has been an advantage to both rural and resident students: to the rural students for they profit by a Catholic education; and to the resident students, for the increased enrolment, 197 in 1953, has made possible a better class grouping.

In 1948 a one-room addition forming the sixth classroom was constructed. A three-classroom and auditorium addition are planned for 1954.²

Pontmain, Trochu - As the general conditions of the province improved after the hardships of the depression, Pontmain Separate School, too, began to regain its former prosperity. By 1940 three rooms were again in operation for the 52 pupils in attendance.³ The increase in enrolment was continuous making it advisable to open a fourth classroom. In 1953 registration was 93, thirty-five of whom were high school pupils.⁴ Although Pontmain has only a small high school unit a fairly wide range of electives has been offered. Typewriting was first taught in 1939, home economics in 1943, bookkeeping in 1952, and stenography in 1953.

Medicine Hat - The development of St. Louis Separate School District from 1937 to 1947 was continuous; during the past few years it has been marked. Only minor changes were made within the system until 1947 when St. Theresa's Academy, which until then had functioned as a private school, became a part of the St. Louis Separate School system.⁵

¹Report of Separate School Board given at Home and School Association Meeting, February, 1954.

²Ibid.

³Registers of Pontmain School 1940.

⁴Ibid. 1953.

⁵Statement of Mother Anne, Superior of St. Theresa's Academy. Letter of August 12, 1953.

A rapid rise in the Catholic population of Medicine Hat necessitated the construction of a new elementary school, Marian School, in 1948 and an elementary and intermediate school, St. Patrick's in 1952.¹ The enrolment in the four schools of the Separate School District in 1952 was 489;² this was more than three times the 1937 figure.

The above mentioned change and development affected the financial arrangements of the Separate School Board. After 1947 when the requisition of the Board on the City increased to meet the needs of financing the high school and the elementary schools of the city, the old agreement mentioned in the previous section³ seemed less satisfactory to the City Council. In fact the city deficit for school purposes in 1950 was only met by a special tax on the sale of gasoline in the city.⁴ Late in 1951 the Separate School Board was informed that they could collect money raised on Catholic assessment only. Since at the time very few company and corporation taxes were allocated for Separate School support, there was a great increase in the mill rate for that year. In 1952 the Separate School Board collected a just portion of company, corporation and cooperative taxes.⁵

Commercial courses were offered in St. Theresa's Academy after 1926. In 1940 shop courses were begun for the boys and since 1951 home economics has been taught.

Castor - There was little change in Theresetta School until 1949 when a sudden increase in enrolment took place as a result of divisional organization. Since the existing accommodation was insufficient a three-classroom stucco school

¹Annual Report of the Department of Education, Alberta, 1952. p. 113.

²Ibid.

³Page 105.

⁴Statement of Mr. W. Gray, Secretary of St. Louis Separate School District January, 1954.

⁵Ibid.

with laboratory and library was begun in 1949.¹ Classes were transferred to the new building after Easter 1950. The 112 pupils enrolled in this school are in Grades I to XII. No special courses are offered in Theresetta School, but the academic standard is high. This is evident from the number of awards and scholarships merited by pupils from this school between 1934 and 1953.

St. Aubin's, Chauvin - St. Aubin's Separate School developed slowly but steadily. In 1940 there were 33 pupils; in 1950 there were 40. That year a new two-classroom school with library was constructed.² Since the formation of the division and the centralization of schools, pupils are being vanned in to St. Aubin's and are for the first time having the advantage of a Catholic education in a larger school. The enrolment in 1953 was 61.³

Fort Vermilion - The only change worthy of note in the organization of Fort Vermilion Separate School is that in 1939 instruction was offered in Grades X, XI and XII. The enrolment was still 45 in 1940,⁴ but since that date there has been a gradual increase. In 1952 it was 63. Plans are being made to open a third classroom in September 1954.

St. Rita's, Rockyford - There was no significant change in the organization of St. Rita's School in this period until 1945 when Grades XI and XII were first taught. A basement room was equipped as a classroom for the purpose. When Wheatland School Division No. 40 was formed and rural schools were gradually closed between 1948 and 1951, Catholic pupils in increasing numbers registered at St. Rita's, despite the fact that the parents of children in Grades I

¹Annual Report of the Department of Education, Alberta, 1950, p. 101.

²Annual Report of the Department of Education, Alberta, 1951, p. 110.

³Registers of St. Aubin's School 1953.

⁴Registers of Fort Vermilion Separate School 1940.

to VIII were required to pay the tuition fee. Since the closing of the Rockyford Public High School in 1948, St. Rita's is the centralized school for pupils in Grades IX to XII of the surrounding districts.

To provide necessary accommodation an R.C.A.F. hut was purchased in May 1948. It was moved to the school site and made ready for use by March 1949. There are two classrooms, a kitchen and an auditorium in this building. The enrolment in 1953 was 102; thirty-eight of these pupils are in Grades IX to XII.¹

Home economics was taught by one of the Sisters to Grades VII, VIII and IX from 1940 to 1945; a portion of the basement was equipped for the purpose. Since 1945 the instructors in home economics and general shop have been travelling teachers from Wheatland Division. From 1945 to 1951 the courses were offered to Grades IX - XII, but since that date Grades VII and VIII pupils, too, are permitted to enroll. Typewriting IA has been offered since 1945; shorthand IA since 1949.

St. Joseph's, Grande Prairie - The growth of St. Joseph's Separate School between 1936 and 1953 was remarkable; there was an increase in enrolment from 70 to 230 during this period.² Divisional organization was in part responsible for the increment. To provide the required accommodation a number of changes have been effected. In 1939 the unused fourth classroom was opened, in 1946 three classrooms for high school grades were built, and construction of a new high school was begun in 1953.

Music has always been taught in St. Joseph's School. Home economics and general shop courses were introduced in September 1944 in conjunction with the Grande Prairie Public School.

Clandonald - Like other schools in the province Clandonald Separate

¹Registers of St. Rita's Separate School, 1953.

²Registers of St. Joseph's Separate School, 1936 - 1953.

School has had a continuous increase in enrolment since 1936.¹ In 1942 a two-classroom school was built; the third classroom in use was rented in the convent. A fourth classroom was opened in the convent when the enrolment increased to 100. In 1952 a two-classroom addition with typewriting room, laboratory and auditorium was built to replace the rented rooms.² No special courses are offered in this school.

The Catholic assessment in Clandonald is low; moreover, the Separate School District does not receive a just portion of company, corporation and co-operative taxes.³ As a result it is impossible for the Separate School Board to provide accommodation for the Catholic children of Clandonald who live outside the Separate School District unless the parents pay the tuition fee. For pupils in and above Grade IX the division pays the fee, provided their grade is not taught in their home school.

Guy, McLennan - Until 1942 only two classrooms were in operation at Guy Separate School, McLennan. By that date the yearly increase necessitated the construction of a new classroom to accommodate the 102 pupils who were enrolled in Grades I to X. In October 1945 a second room was added to the annex and instruction was offered in all Grades I to XII. By 1947 a fifth and sixth classroom had been opened in the former church. The opening of a dormitory for pupils whose homes were in the surrounding districts caused a rapid increase in the attendance at Guy Separate School. The two classrooms which had been provided in the old church in 1947 were replaced in 1950 by a four-classroom school with laboratory, typing room and library.⁴ In 1952 eight rooms were in operation with an enrolment of 255 pupils.⁵

¹Registers of Clandonald Separate School, 1936-1953.

²Annual Report of the Department of Education, Alberta, 1952, p. 112.

³Statement of Mr. P. Convey, Secretary of Clandonald Separate School, Letter of January 4, 1954.

⁴Annual Report of the Department of Education, Alberta, 1950, p. 104.

⁵Ibid. 1952.

Wainwright - From 1937 to 1948 there was no significant change either in organization or enrolment in the Wainwright Separate School. Since that date there has been a gradual growth as a result of the formation of the large unit. In 1953 forty of the 168 pupils in the five-room school were brought in from rural districts.¹ The Wainwright Separate School Board receives no taxes from the parents of these children, since all must be paid to the division; neither do they charge the parents a tuition fee.² The financial burden on the Separate School District is heavy. The parish is conducting a campaign for a Building Fund in order that it may be possible to construct additional accommodation in the near future.

St. Albert - There was little change in St. Albert Roman Catholic Public School District until it was absorbed into the Sturgeon School Division and became a centralized school. In 1946 a two-classroom stucco school was constructed; in 1951 two rooms were added.³ Another building was erected in 1952; it consists of five classrooms, an auditorium-gymnasium, a laboratory, a typing room, a library and shop.⁴

Since 1949 Grade XII has been taught in this school. Bilingual instruction is offered for the French-speaking pupils as nine of the sixteen teachers in the school are bilingual. Four hundred and fifty pupils attend this 15 room school.⁵

Morinville - Until 1942 the private school in Morinville continued to function as a separate unit. In that year it combined with the Public School

¹Statement of the Principal of Wainwright Separate School, January 1954.

²Ibid.

³Annual Report of the Department of Education, Alberta, 1951, p. 114.

⁴Ibid. 1952, p. 114.

⁵Registers of St. Albert R.C.P. School.

and formed a part of Thibeault Roman Catholic Public School District No. 35, although classes were still conducted in the convent. The increase in the school enrolment was gradual until 1949 when it became more marked, as students began to be vanned in from other districts of the Sturgeon Division. Thibeault does not belong to the division but it accommodates some 65 to 70 Catholic pupils from small school districts which have been closed.¹

In 1950 a third school consisting of four classrooms, a playroom, and a laboratory was built;² in 1952 an additional small classroom was arranged. The school now consists of 14 classrooms in which bilingual instruction is given to the 440 pupils who attend.

Smaller Roman Catholic Public Schools - Since the formation of the larger units several of the smaller Roman Catholic Public Schools have been closed and the pupils vanned to centralized schools. Children from St. Leon R.C.P. No. 4, from Cunningham R.C.P. No. 5, from Granger R.C.P. No. 42 and from Volmer R.C.P. No. 47 attend St. Albert. The Catholic pupils from Bellerose R.C.P. No. 6 also attend St. Albert while those from Rose Ridge R.C.P. No. 45 are taken to either St. Albert or to Morinville.³ Chorest R.C.P. No. 51 is centralized at Beaumont No. 741, a Catholic School,⁴ and Catholic pupils from Vegreville R.C.P. No. 44 may attend St. Martin's Separate School.⁵ Lac Ste. Anne R.C.P. No. 29 was changed to Lac Ste. Anne Public School District No. 29 in 1951.⁶ Glengarry R.C.P. No. 41 is operating two rooms.⁷

¹Statement of the Principal of Thibeault R.C.P. School, August 1953.

²Annual Report of the Department of Education, Alberta, 1950, p. 101.

³Information given by Mr. R.J. Scott, Superintendent of Sturgeon Division, March 1954.

⁴Information given by Mr. J.C. Jonason, Superintendent of Clover Bar Division, December, 1953.

⁵Information given by Mr. F.B. Facey, Superintendent of Vegreville Division, December, 1953.

⁶Records of the Department of Education, Alberta.

⁷For location of schools named in this paragraph see Figure 1, p. 23.

Saskatchewan Roman Catholic Public School District No. 2 has undergone considerable change in recent years. In 1951 St. Claire's No. 4577 and Saskatchewan R.C.P. No. 2, both one-room schools, were merged to form a centralized school. Pending the completion of necessary building operations the parochial hall was temporarily partitioned to form two classrooms for the 50 pupils in Grades I to X. In the summer of 1952 the Saskatchewan R.C.P. school building was moved to its present location in the hamlet of Lamoureux, and another room was added. It retained the name of Saskatchewan R.C.P.S.D. No. 2 since it is still in the original district. In September 1953 Paradis Separate School District No. 33 joined the Sturgeon Division and the school building was moved near the two-room Saskatchewan School. This three-room stucco school with full basement has an enrolment of 73 pupils in Grades I to XI; 60 of these pupils are daily brought in by vans.

Two Sisters of the Holy Cross teach in this bilingual school; the principal, too, is a bilingual teacher. All the pupils in the school receive special instruction in French; the 10 English pupils do so at their request.¹

¹Statement of Mr. H.J. Fortier, Principal of Saskatchewan R.C.P. School, Letter of January 16, 1954.

CHAPTER IV

A SUMMARY OF GENERAL OBSERVATIONS OF THIS STUDY

The North-West Territories Ordinance of 1884 authorized the establishment of denominational schools with powers equal in every way to those of the Public Schools. Between 1887 and 1901 a number of Ordinances gradually changed these educational provisions and substituted a unified, centrally controlled system for the denominational one first instituted. The Alberta Act of 1905 by which Alberta became a province established an educational system which was essentially the same as that which was provided for by the North-West Territories Ordinance of 1901.

Thus in the spirit of the British North America Act provision was made for the organization of Separate Schools by minority groups. They are subject to the same regulations as the public schools, they have the same text-books, the same inspectors, and their teachers must have the same qualifications. This affords a practical guarantee of the same standard of efficiency, and reduces to a minimum the difference between Separate and Public Schools. Mr. Justice Anglin of the Supreme Court of Canada said regarding the interpretation of Section 17 of the Alberta Act, "Equality of treatment and equal rights and privileges for public and separate schools would seem to be the spirit of the school law".¹

Until the formation of the larger unit of administration this equality of rights and privileges was maintained. The present system inaugurated in 1936 whereby the unit for minority groups, namely the district, does not correspond with the unit for the provincial system as a whole, that is the division,

¹G.M. Weir, op. cit., p. 73.

would not seem to be in keeping with the spirit of the Alberta Act and the British North America Act. The larger Separate School systems are not affected by this inconsistency; the smaller units are in a different position. Advantages accrue by reason of the new legislation, but disadvantages, too, result.

In the matter of finance, difficulties have existed in many districts. Those which arise from inequality of funds raised through local taxation are unavoidable; those which stem from unequal allocation of company, corporation and co-operative taxes have been to a large extent remedied by the 1952 amendment of the School Act; those which are the result of the above mentioned inconsistency are overcome in different ways. Government grants for school purposes have always been appropriated without discrimination.

The provisions for bilingual education in the province are generous. The effective organization and the activity of L'Association Canadienne-Française de l'Alberta and L'Association des Instituteurs Bilingues de l'Alberta have resulted in an increased interest and standard of achievement in bilingual schools.

The remarkable growth and development of Roman Catholic Separate Schools in Alberta in the period 1885-1953, despite the disadvantages which beset them, indicate that every advantage was taken of the provisions made in the interest of minority groups. In 1885 there were 90 students enrolled in the only Separate School. In 1953 there were 11,982 students enrolled in the 63 schools of the 33 Roman Catholic Separate School Districts.

In recent years apart from the outstanding development in the larger Separate Schools units of Edmonton, Calgary, Lethbridge, Jasper Place and Medicine Hat, the most interesting trend of the Separate School Districts has been the formation of consolidated school areas in Fort McMurray, Manning, Picardville, Red Deer and Brosseau in order that the privileges granted minority groups may be enjoyed by a maximum number of pupils.

APPENDIX A

NAMES OF THE MEMBERS OF THE FIRST SCHOOL BOARDS
AND OF THE FIRST TEACHERS OF
THE ROMAN CATHOLIC SEPARATE SCHOOL DISTRICTS IN ALBERTA

Calgary R.C.S. No. 1	School Board Members 1885 J. W. Costello Chairman Arthur Ferland Treasurer Louis Roussel Secretary	Teachers Sister Mary Greene F.C.J. Sister Augustine Higgins F.C.J.
Edmonton R.C.S. No. 7	School Board Members 1888 George Roy Chairman Luke Kelly Treasurer Antonio Prince Secretary	Teachers Sister Julia Coghlan F.C.J. Sister Anna O'Neill F.C.J.
Holy Cross R.C.S. No. 8	School Board Members 1888 Thomas H. Steadman Chairman Philip McCartin Michael Gallagher Joseph Ryan Sec. Treas.	Teacher Wm. J. MacDonald
Lethbridge R.C.S. No. 9	School Board Members 1889 W. F. Gay Chairman M. E. Roy Joseph Noel	Teacher Christopher McRae
St. Anthony R.C.S. No.12	School Board Members 1894 Mr. Garneau Chairman Mr. Fitzgerald W. H. Bodard J. C. Connelly Sec. Treas.	Teacher M. M. O'Brien
Gleichen R.C.S. No.14	School Board Members 1900 Unknown	Teacher
Sacred Heart R.C.S. No.15	School Board Members 1901 J. P. Cross Chairman S. Swoboda A. Genz and M. Thereux A. Rehaume Secretary	Teacher James Quinlan
St. Martin's R.C.S. No.16	School Board Members 1906 B. Tetreau Chairman E. Poulin J. Stanton Reverend A. Bernier Sec.	Teacher Miss Anna Doyle

Red Deer R.C.S. No.17	School Board Members 1908 J. Alex Martin Chairman Reverend H. Voisin A. Wiart	Teacher Sister Marie Aimee de Jesus D.W.
St. Michael's R.C.S.No.18	School Board Members 1909 T. Lebel Chairman T. Bertles F. Lynch G. Dionne Rev. Hetu, Secretary	Teacher Sister Guillenot F.de J.
North Edmonton R.C.S.No.19	School Board Members 1911 A. Briere Chairman P. Bernier A. B. Lambert V. Mooney Secretary	Teacher Vincent Mooney
Pontmain R.C.S. No.20	School Board Members 1911 Leon Eckenfelder Chairman Napoleon Gregoire Edward Potts Leo Blanchfield Secretary	Teacher Sister Laigre
St. Louis R.C.S. No.21	School Board Members 1911 Rev. A. Cadoux Chairman J. C. Millar F. B. McKinnon J. B. Barreau L.T.G. Noel Secretary	Teachers Sister Mary Veronica St.L. Sister Ann Mary St.L.
Grouard R.C.S. No.22	School Board Members 1914 Unknown	
Theresetta R.C.S. No.23	School Board Members 1917 John Barnes Chairman Tony Wiart A. D. McCormack J. B. Remillard Reverend L. Leconte Sec.Treas.	Teacher Sister Marie Aimee de Jesus D.W.
St. Aubin R.C.S. No.24	School Board Members 1919 J. Poirier Chairman Mr. Auclair Mr. Aubrien Rene Page Secretary	Teacher Mrs. L. Corriveau
St. Theresa R.C.S. No.25	School Board Members 1920 John Meagher Chairman John Cawkell Joe Dube John Oliver Fifth Member unknown E. J. Melville Secretary	No School constructed

Fort Vermilion R.C.S.No.26	School Board Members 1923 Reverend P. Habay O.M.I. Chairman Leon Eauclair Reverend C. Deman Brother P. Bedard Secretary	Teacher Sister Lucy of Venice F.C.S.P.
St. Rita's R.C.S. No.27	School Board Members 1926 George Kennedy Chairman Arthur Cammaert J. B. McGuire F. E. Ryan Secretary	Teachers Miss Frances Walsh Miss Justine Walsh
St. Joseph's R.C.S. No.28	School Board Members 1928 Edmund Lanctot Chairman Frank Spicer Patrick Croken Reverend J. A. Josse O.M.I. Secretary	Teacher Miss Anne MacDonald
Clandonald R.C.S. No.29	School Board Members 1930 Reverend F. M. MacDonald Chairman George Dynes P. Minici	Teachers Sister Ruth O.S.B. Mrs. Sherbeake
McLennan R.C.S. No.30	School Board Members 1930 M. J. Hagan Chairman T. J. Giroux Eugene Dubrule	Teacher Miss Alice Boisjolie
Wainwright R.C.S. No.31	School Board Members 1932 L. J. Killoran Chairman Reverend W. Doyle Wm. Goulet Eugene Grogan Tom Bisson	Teacher Reverend Sister Edwina C.S.J.
St. John's R.C.S. No.32	School Board Members 1935 James O'Hara Chairman L. Romanez Lena McDonald	Teachers Wilfrid Loiselle Miss Mary Redmond
Paradis R.C.S. No.33	School Board Members 1938 Isidore Paradis Chairman Others unknown	Teacher Miss Madeleine Fortier
Ste.Bernadette R.C.S.No.34	School Board Members 1944 Leon Breault Chairman A. Deslauriers Mrs. A. C. St. Louis	Teacher Miss A. Plotkins
St.Thomas More R.C.S.No.35	School Board Members 1948 Carl Frank Chairman W. A. Dettling Alex Schneider Reverend C. Kindervater Secretary	Teachers Mrs. F. Ebly Mrs. A. B. Kleininger

St. Marie R.C.S. No.36	School Board Members 1948 Alex Perra Chairman Alfred Labrecque Josaphat Labrecque D. Dion Secretary	Teachers Sister Berthe Eugenie Sister Augustin
Rosary R.C.S. No.37	School Board Members 1950 Seraphim Hartman Chairman Archibald Daigle Frank Dechant Reverend C. de Champlain Sec.	Teachers Sister Gerard Magella Sister Mary Daniel Miss Genevieve Farseille Miss Cecilia Newman
St. Peter's R.C.S. No.38	School Board Members 1950 Wm. Hyska Chairman W. C. Anderson K. J. Plamondon Reverend S. J. Lesage Sec.	No school constructed
St. Jerome R.C.S. No.39	School Board Members 1951 Hector St. Louis Chairman Lucien Nadeau Pierre Deshoux Reverend R. Barbeau Sec. Treas.	No school constructed
St. Jacques R.C.S. No.40	School Board Members 1951 Christian Rosendale Chairman Ernest Page Romeo Provost Reverend R. Barbeau Sec. Treas.	No school constructed
St. Gérard R.C.S. No.41	School Board Members 1951 George Borlee Chairman Gerard Riopel Gedeon Nadeau Reverend R. Barbeau Sec. Treas.	No school constructed
Mazenod R.C.S. No.42	School Board Members 1952 Antoin Dechant Chairman Ralph Dillman Joseph Schoenberger	No school constructed
Immaculate Conception R.C.S. No.43	School Board Members 1952 Wilfred Martz Chairman Edward Glasser Gerard Cadioux John Stuffco Frank O'Neill Reverend Albert Bouchard O.M.I. Sec. Treas.	Teacher Sister W. Donnelly S.O.S.
St. Monica R.C.S. No.44	School Board Members 1953 Peter Boos Chairman Mrs. Mary Boos Stephen Kover George Keleman Secretary	No school constructed

Jasper Place R.C.S. No.45	School Board Members 1953 Walter Faryna Chairman George Gordon Raphael Gour Kenneth McBryan Louis Mireau H. E. Beriault Sec. Treas.	Teachers Sister Mary Denis C.S.J. Sister George Arthur C.S.J.
Cross Roads R.C.S. No.46	School Board Members 1953 G. R. Hermany Chairman J. Roth Henry Landry	No school constructed
St. Laurent R.C.S. No.47	School Board Members 1953 Leo Marceau Chairman Hector Corbu John Oberkirsh Joseph Alex Brosseau Sec. Treas.	School under construction
Duvernay R.C.S. No.48	School Board Members 1953 Bernard Weir Chairman Rene Robinson Norman Mailloux Joseph Alex Brosseau Sec. Treas.	No school will be constructed

APPENDIX B

ENROLMENT IN ROMAN CATHOLIC SEPARATE SCHOOLS 1886-1930¹

Summer Term

District	1886	1890	1906	1910	1920	1930
Calgary	115	143	347	447	1498	1701
St. Joachim		63	250	551	1822	2720
Holy Cross		21	43	21	42	32
Lethbridge		37	232	302	507	572
St. Anthony			49	140		
Sacred Heart			59	67	77	64
St. Martin				84	174	111
Red Deer				60	149	109
St. Michael's				161		146
Pontmain						52
St. Louis					165	149
Theresetta					128	97
St. Aubin					25	23
Fort Vermilion						29
St. Rita's						
St. Joseph's						45
Clandonald						49
McLennan						27
Total Enrolment	115	264	980	1933	4587	5926

¹Report of Board of Education of North-West Territories 1886, 1890
Annual Report of the Department of Education, Alberta, 1906-1953
Registers of the Schools

ENROLMENT IN ROMAN CATHOLIC SEPARATE SCHOOLS 1940-1953

Term ending June 30

District	1940	1945	1950	1951	1952	1953
Calgary	1713	1717	1939	2153	2254	2552
Edmonton	3142	3646	4551	4936	5164	5681
Lethbridge	598	581	663	716	732	780
Sacred Heart	31	61	84	83	75	69
St. Martin's	124	127	167	146	159	137
Red Deer	138	170	222	246	248	266
St. Michael's	132	153	154	169	193	197
Pontmain	52	57	80	73	76	82
St. Louis	200	258	499	505	489	561
Theresetta	68	79	81	100	102	113
St. Aubin's	33	37	40	46	54	64
Fort Vermilion	45	50	53	52	63	46
St. Rita's		63	94	102	100	96
St. Joseph's	114	141	168	177	173	186
Clandonald	66		110	101	89	107
McLennan	90	135	210	235	255	303
Wainwright	103	100	107	128	132	148
St. John's	40	42	48	109	107	116
Paradis					15	
Ste. Bernadette		27	89	98	101	105
St. Thomas More			67	162	150	145
Ste. Marie			42	40	43	32
Rosary			159	163	174	166
Immaculate Conception					30	30
Total Enrolment	6689	7444	9727	10,542	10,978	11,982

GRAPH SHOWING THE ENROLMENT IN ROMAN CATHOLIC SEPARATE SCHOOLS
IN ALBERTA 1885-1953

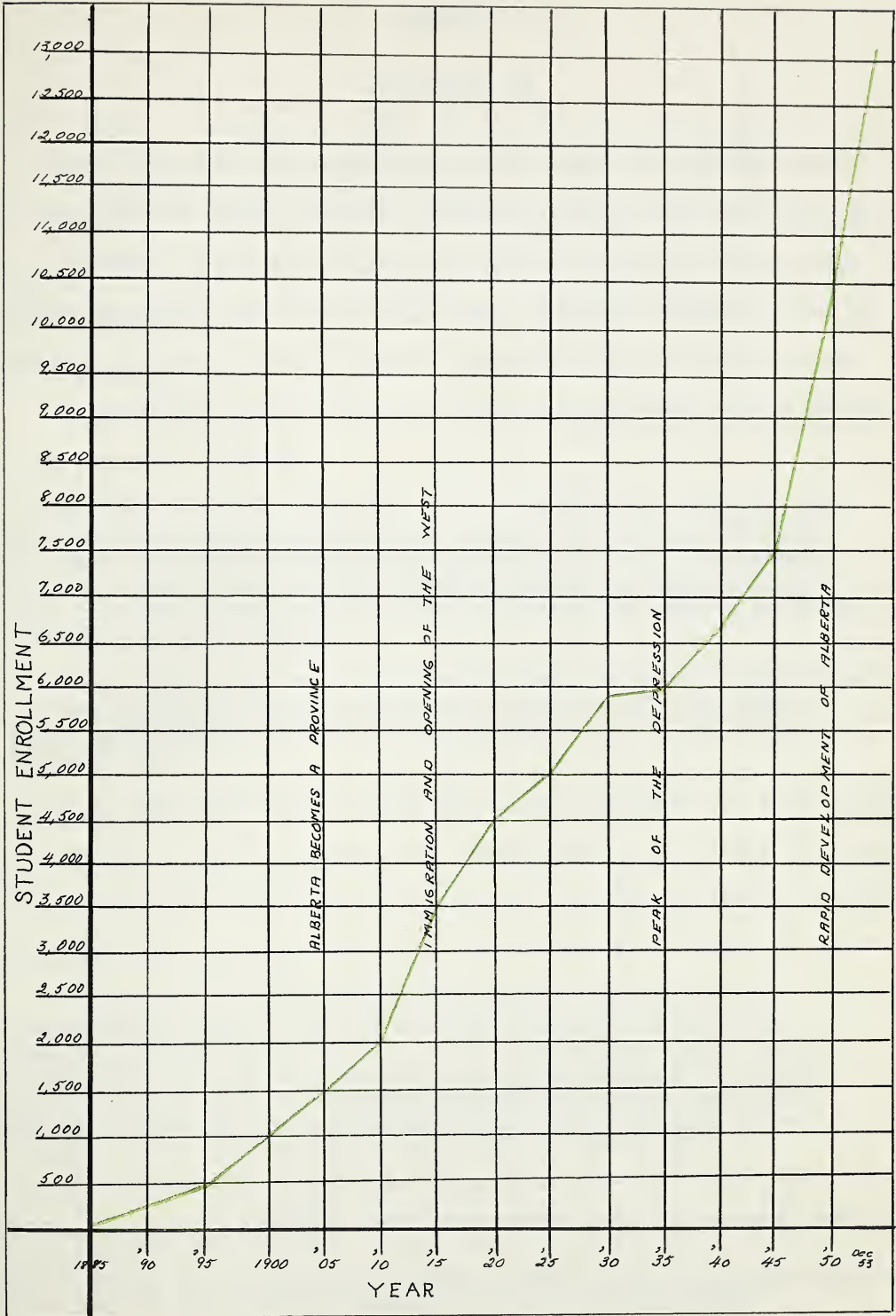


Figure 6

APPENDIX C

THE COUNTY ACT

This study would be incomplete were not a brief consideration of the County Act, the most recent statutory enactment affecting the Provincial Education System, included. Since its application is still in the experimental stage, the underlying principles only will be dealt with. Complete treatment of the Act with all its implications and effects may well form the topic of a further study.

The Edmonton Journal of March 14, 1950 summarized the purpose and principles of the Act as follows:

The purpose of the County Act is to bring under one administration and control the functions now divided between the municipal district, the school division, and the municipal hospital district. The county would be carved out of a selected municipal district, improvement district, or special area, with the school districts and hospital districts or portions of them affected.

The principle involved is an important one. It means the abolition of school boards and hospital boards in the county, with the county council assuming full powers over all municipal, school, and hospital administration.¹

Since the County Act was introduced in the legislature in 1950, it has been the subject of much discussion and numerous editorials expressive of public opinion regarding its educational implications. The Edmonton Journal in 1950 expressed the following views which were later quoted by Mr. Walter H. Worth:

The separation of education is an important essential in the decentralization which is one of the great strengths of our present system of municipal government. (. . .) provincial ministers and officials, impressed by their heavier dollar contribution to the cause, may come to feel that this should be accompanied by more centralized control and more detailed provincial direction of education, to the detriment of the diversity which gives unity its vitality.²

¹Editorial, the A.T.A. Magazine, April 1950 Reprint from The Edmonton Journal, March 14, 1950.

²Walter H. Worth, "The County Act - a Public Demand", The Alberta School Trustee, January 1954, p. 16, citing The Edmonton Journal, March 14, 1950.

Attention is also drawn to the fact that the County Act contains no provision for dealing with minority schools. It is true,

The Act apparently would apply only in rural municipalities not in urban centres, but in those districts formed into counties, towns happening to lie within the county's boundaries would be more or less under the thumb of the county council.¹

While it is true that the ultimate outcome of the County Act could be detrimental to our educational system and to schools which represent a minority group in particular, to date this has not been the case. On the contrary, many of the advantageous features of the new organization are being proven.

Two Counties, Grande Prairie No. 1 and Vulcan No. 2 were established January 1, 1951. That of Ponoka No. 3 was established in 1952; Newell No. 4 was established in 1953. The relation of the newly established counties to the Department of Education relating to schools in matters of Education is in almost every respect the same as that of the school divisions. The report submitted on each of the counties indicated "problems of transition and organization exist as yet, but in each case there is an apparent desire for harmonious cooperation in municipal and school administration".² Within Grande Prairie County No. 1 there is a small amount of property owned by Catholics who live in St. Joseph's Separate School District. The County accepts the yearly requisition made by the Separate School Board without question, and pays the amount in four allotments - April, July, September and December.³

A Commission, Co-terminious Boundaries Commission, with Mr. W. J. Dick as chairman was appointed by statute at the 1953 session of the legislature. The purpose of the commission is to effect a readjustment of school divisions and

¹ Alberta Catholic Education Association Bulletin, April 1950 reprint from The Edmonton Journal, March 14, 1950.

² Annual Report of the Department of Education 1951, p. 34.

³ Information given by Sister Lucy, Principal of St. Joseph's School, Letter of May 8, 1954.

municipal districts to make them co-terminious. Once established, the undertaking will be permanent, and will simplify administration and will eliminate much of the present duplication of effort. The Commission has been carrying out their project since April 1953. Many are of the opinion that this is the preparatory move to the setting up of counties throughout the province.¹

¹Editorial The Alberta School Trustee, October 1953, p. 1 and 2.

APPENDIX D

APPROXIMATE LOCATION OF ROMAN CATHOLIC SEPARATE
AND PUBLIC SCHOOL DISTRICTS RELATIVE TO EDMONTON OR CALGARY

ROMAN CATHOLIC SEPARATE SCHOOL DISTRICTS

Name of District	Location (Direct distance is given)
Calgary (originally Lacombe)	180 miles south of Edmonton
Cross Roads	90 miles east of south of Edmonton
Duvernay	105 miles north of west of Edmonton
Edmonton	180 miles north of Calgary
Fort Vermilion	450 miles west of north of Edmonton
Gleichen (disorganized 1952)	45 miles south of east of Calgary
Grouard (disorganized 1918)	170 miles north-west of Edmonton
Guy, McLennan	200 miles north-west of Edmonton
Holy Cross, Macleod (disorganized 1937)	100 miles east of south of Calgary
Immaculate Conception, Peace River	230 miles north-west of Edmonton
Jasper Place	West-end suburb of Edmonton
Lethbridge	110 miles south-east of Calgary
Mazenod, North Star	290 miles north-west of Edmonton
North Edmonton ¹	Edmonton
Our Lady of Good Success, Clandonald	115 miles east of Edmonton
Paradis (centralized in 1953)	25 miles north of Edmonton
Pontmain, Trochu	135 miles east of south of Edmonton
Rosary, Manning	295 miles north-west of Edmonton
Red Deer	95 miles south of Edmonton
Sacred Heart, Wetaskiwin	40 miles south of Edmonton
St. Anthony's, Edmonton ¹	South Edmonton

¹Amalgamated with St. Joachim's, to form the Edmonton Separate School District No. 7 in 1913.

Name of District	Location
St. Aubin, Chauvin	150 miles south of east of Edmonton
Ste. Bernadette, Picardville	40 miles north of Edmonton
St. Gerard	37 miles north of Edmonton
St. Jacques	35 miles north of Edmonton
St. Jerome	45 miles north of Edmonton
St. John's, McMurray	240 miles west of north of Edmonton
St. Joseph's, Grande Prairie	240 miles north-west of Edmonton
St. Laurent, Brosseau	110 miles north of west of Edmonton
St. Louis, Medicine Hat	165 miles south-east of Calgary
Ste. Marie, Spirit River	260 miles north-west of Edmonton
St. Martin's, Vegreville	60 miles south of east of Calgary
St. Michael's, Pincher Creek	110 miles south of Calgary
St. Monica, Notikewan	300 miles north-west of Edmonton
St. Peter's, Waterways	237 miles west of north of Edmonton
St. Rita's, Rockyford	50 miles north-east of Calgary
St. Theresa, Drumheller (disorganized in 1920)	65 miles north-east of Calgary
St. Thomas More, Fairview	260 miles north-west of Edmonton
Theresetta, Castor	125 miles north-west of Calgary
Wainwright	120 miles south-east of Edmonton

ROMAN CATHOLIC PUBLIC SCHOOL DISTRICTS

Bellerose *	8 miles north of Edmonton
Chorest *	20 miles south-east of Edmonton
Creuzot (disorganized in 1932)	25 miles north-east of Edmonton
Cunningham *	25 miles north-west of Edmonton
Glengarry	30 miles north-west of Edmonton
Granger *	15 miles north-west of Edmonton

* These districts have ceased to exist as distinct Roman Catholic Public School Districts since they joined the division.

Name of District	Location
Lac Ste. Anne (changed to Lac Ste. Anne P.S.D. No. 29 in 1951)	35 miles west of Edmonton
Rose Ridge *	20 miles north of Edmonton
Saskatchewan	18 miles north-east of Edmonton
St. Albert	10 miles north-west of Edmonton
St. Agnes (became Beauvais P.S.D. No. 18 in 1910)	120 miles south of Calgary
St. Francis Xavier (closed in 1886)	4 miles north-east of Edmonton
St. Leon *	7 miles north-west of Edmonton
St. Thomas Duhamel (became Duhamel P.S.D.No.627 in 1901)	60 miles south-east of Edmonton
Thibeault	20 miles west of north of Edmonton
Vegreville *	60 miles east of Edmonton
Volmer (originally Boulais) *	20 miles north-west of Edmonton

* These districts have ceased to exist as distinct Roman Catholic Public School Districts since they joined the division.

APPENDIX E

QUESTIONNAIRES USED AS ONE

OF THE SOURCES OF INFORMATION FOR THIS STUDY

QUESTIONNAIRE SENT TO PRINCIPALS AND/OR
SECRETARIES OF ROMAN CATHOLIC SEPARATE AND PUBLIC SCHOOLS IN ALBERTA

1. What is the official name and number of your school district?
2. When was it formed?
3. Who was the most active person who brought about the organization of the district?
4. What was the initial enrolment? When was the school opened? What grades were taught and by whom?
5. If the first teachers were members of a Religious Community please give the official name of the community and a brief comment on the Congregation and its work in the field of education.
6. If a Religious Community undertook the work in this school after its organization please give the exact date and interesting details.
7. What was the exact location and nature of the first school?
8. Was a boarding school opened to provide for Catholic education of children in neighboring districts? If so, when was it opened, and how many pupils were enrolled? Please give an outline of subsequent growth.
9. Were provisions made for any special training in music, home economics, shop, or commercial? When in succeeding years were such classes opened?

10. When were additions made to the school building? What type of structure was erected? How many classrooms were opened, and how many pupils were accommodated in each of these changes?
11. Have additional schools been built in the district? When? What grades were taught, and what was the enrolment on opening?
12. Was there any particularly successful period in the history of the school? What was the nature of this success?
13. Have there been periods of difficulty? Of what nature?
14. Does your school system provide supervisors in any field? When were such appointments made?
15. Did the formation of the school division affect your set-up? In what way?
16. Has any individual contributed in a special way to the success of the school? In what way?
17. If high school is taught, when was the first class opened, what grades were taught, and what was the enrolment? If the high school was gradually built up, please give date of each change.
18. If your school gives bilingual instruction, please give essential points in this field of education.
19. If a private school was in operation before the school district was organized, please give details as to date of inauguration, enrolment, grades taught, and growth. By whom was such a school operated?
20. Who were the members of the first school board of the district?

QUESTIONNAIRE SENT TO SUPERINTENDENTS OF AREAS

IN WHICH THE RESIDENTS ARE PREDOMINANTLY OF THE ROMAN CATHOLIC FAITH

1. In the area now included in the Division were there, before centralization, any schools in which Catholic pupils were regularly given religious instruction?
2. What were the names and district numbers of such schools?
3. How many of these schools have been centralized? What was the approximate enrolment of these schools?
4. What provision, if any, is made for the religious instruction of these pupils in the centralized schools?

BIBLIOGRAPHY

- Bayne, D.C. Calgary School District No. 19 of the Province of Alberta 1885-1935. Pamphlet in Library of the Alberta Legislative Assembly
- Chevalier, P.J. Rev. O.M.I. L'Origine et les Premiers Développements de Calgary, Calgary, Paroisse Sainte-Famille, c. 1934, p. 164.
- Goresky, I. The Beginning and Growth of the Alberta School System. Unpublished Master's Thesis, University of Alberta, May 1944
- Hughes, K. Father Lacombe, Toronto, William Briggs, c. 1914, 467 p.
- Hutchinson, J.M. The Educational System of Alberta, Calgary, Alberta Job Printers, c. 1916. 63 p.
- McGucken, Wm.J., S.J. The Philosophy of Catholic Education, a Summary of Fundamentals and Objectives. New York, The America Press, 47 p.
- McGrane, J.C. Rev. After Twenty Five Years (1909-1934), Pamphlet in Blessed Sacrament Convent Library, Wainwright, Alberta. Publisher not given.
- Morice, A.G. Rev. Histoire de L'Eglise Catholique dans L'Ouest Canadien, Montreal, Granger Freres, c. 1912. 3 Vols. 1384 p.
- Pope Pius XI Encyclical, Christian Education of Youth, New York, The America Press, 2nd Printing, c. 1936. 47 p.
- Stanislaus, Rev.Father Life of the Viscountess de Bonnault D'Houet. Longman's Green and Co., c. 1913. 367 p.
- Weir, G.M. The Separate School Question in Canada. Toronto, Ryerson Press, c. 1934. 298 p.
-
- Statutes of Canada 1870, 1875, 1888, 1905
- Statutes of Alberta 1905-1952
- Ordinances and Journals of the North West Territories 1884-1904
-
- Records of Department of Education, Alberta. A manuscript book in the files of the Department of Education containing information relating to Roman Catholic Public and Separate School Districts.
- Reports of the Board of Education 1886-1891
- Reports of the Council of Public Instruction 1896-1900
- Reports of the Department of Education of the Province of Alberta 1906-1953
-

Annals of Sacred Heart Convent, Calgary, 1885-1900. Unpublished Manuscripts in Sacred Heart Convent Library.

Annals of Immaculate Conception Convent, Edmonton, 1888-1900, Unpublished Manuscripts in Sacred Heart Convent Library.

Annals of St. Aloysius Convent, Lethbridge, 1891-1900. Unpublished Manuscripts in Sacred Heart Convent Library.

Annals of St. Anne's Convent, Prince Albert, 1884. Unpublished Manuscript in Sacred Heart Convent Library.

Annals of the Sisters of the Assumption, 1929. Unpublished Manuscripts in Assumption Convent, Edmonton.

Archives of St. Theresa's Academy, Medicine Hat, 1913-1953. Unpublished Manuscripts in St. Theresa's Library.

Archives of Immaculate Conception Convent, Vegreville 1906-1953. Unpublished Manuscripts in Immaculate Convent, Vegreville.

Chronicles of Our Lady of the Rosary Hospital, Castor, 1913-1953. Unpublished Manuscripts in the Hospital Library.

Records of St. Joseph's School, Red Deer. 1908-1953. Unpublished Manuscripts in St. Joseph's Convent Library.

.

The A.T.A. Magazine 1920-1953. Official Organ of the Alberta Teachers' Association published monthly. Barnett House, 9929 - 103 St., Edmonton.

Alberta Catholic Education Association Bulletin 1948-1952. Official Organ of the Alberta Catholic Education Association published quarterly by Survivance Printing Ltd., 10510 - 109 St., Edmonton.

Annual Review Edmonton Catholic Schools 1945-1952. Yearly publication of Edmonton Separate Schools, 9807 - 106 St., Edmonton.

Canadian Education 1952 Official publication of The Canadian Association published quarterly by the Canadian Education Association, 206 Huron Street, Toronto 5, Ont.

Alberta School Trustee 1953. Official Organ of the Alberta School Trustees Association published monthly. 736 Tegler Bldg., Edmonton.

The Edmonton Bulletin 1880-1890. Weekly newspaper. In the Library of the Alberta Legislative Assembly.

The Western Catholic 1939. Weekly newspaper. 15126 Stony Plain Road, Edmonton.

.

Minutes of School Board Meetings of the following Catholic Separate School Districts: Calgary; Clandonald; Cross Roads, Red Deer; Duvernay; Edmonton; Fort Vermilion; Guy, McLennan; Holy Cross, Macleod; Immaculate Conception, Peace River; Jasper Place; Lethbridge; Red Deer; Sacred Heart, Wetaskiwin; St. Aubin's, Chauvin; St. John's, McMurray; St. Joseph's, Grande Prairie; St. Laurent, Brosseau; St. Louis, Medicine Hat; St. Martin's, Vegreville; St. Michael's, Pincher Creek; St. Peter's, Waterways; St. Rita's, Rockyford; St. Thomas More, Fairview; Theresetta, Castor; Wainwright.

School Registers of the above named districts and in addition of: Pontmain, Trochu; Rosary, Manning; St. Bernadette, Picardville; Saskatchewan R.C.P. No. 2; and Thibeault R.C.P. No. 35, Morinville.

Parish History of St. John the Baptist Parish, Morinville; St. Benedict's Parish, Picardville; Blessed Sacrament Parish, Wainwright.

B29769